

2012 STATE OF THE STATES: REPORT AND ANALYSIS ON ARTS EDUCATION

POLICY ADOPTION AND IMPLEMENTATION

By

Ethan R. Clark

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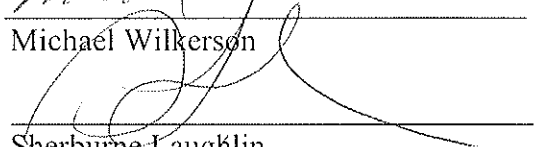
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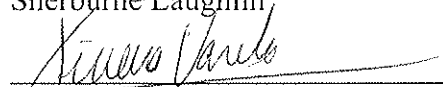
Chair:



Michael Wilkerson



Sherburne Laughlin



Ximena Varela



Dean of the College of Arts & Sciences

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DEDICATION

This research is dedicated to the young learner who seeks college and career ready skills through arts learning and the arts educator who inspires creativity, innovation, and excellence.

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ABSTRACT

This study first reports research on the primary role of local, state, and federal policy within historical context to highlight the reoccurring need for accountability and calls attention to the need for data-systems to communicate more data involving more measures when reporting teacher quality and student achievement. Limited measures of accountability were found in two main educational issues regarding teacher quality and student achievement. Education leaders, more today, have increased pressure to report measured accountability based on federal and state policy requirements.

The results of 50 State and D.C. survey conducted in 2010-2011 by Arts Education Partnership (AEP) to State Education Agencies Directors of Arts Education (SEADAE) describe the current condition of arts education regarding policy adoption and implementation and statewide data collection and reporting.

The survey and that data on indicators of teacher quality and student achievement are limited and correlates with reports on inadequate policy implementation. Barriers of policy implementation were detected by coding qualitative survey results and cross-examination with quantitative survey results on data collection. Data-systems may easily communicate the complexities of teacher evaluation and student assessment across varying levels of government to meet the demands and pressures of current policy requirements.

PREFACE

Advocates and policy makers alike have sought to understand the degree to which arts education flourish in connection with state-level policies. According to Arts Education Partnership (AEP), “Reports from the U.S. Department of Education, including the Fast Response Survey System and the National Assessment of Educational Progress; a report from the U.S. Government Accountability office; and a recent report based on research from the National Endowment for the Arts (NEA) portrayed access to arts education as widely varied, patchy, and often inaccessible, especially to some populations of students.” Assuming state-level policy ensures access to arts education, further understanding is needed to explain why the abundance of state-level policies conflicts with the findings of limited access to arts education.

Further examination of the nation’s state-level policies and research will shed light on today’s state of arts education regarding policy adoption and implementation, change in statute and code, and collecting and reporting data. Direct response from State Education Agency Directors of Arts Education (SEADAE) and education personnel from state arts agencies provides expert knowledge regarding the current state of state-level arts education policy and research.

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Thank you to the arts education personnel in state education agencies, and in a few cases, personnel in state arts agencies for responding to the survey. Also, thank you to the State Education Agency Directors of Arts Education (SEADAE) and the National Assembly of State Arts Agencies (NASAA) for their assistance in identifying state contact persons. As a result of their combined efforts, this research provides updated information on all 50 states and the District of Columbia.

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CHAPTER 1

INTRODUCTION

Statement of Research

The true condition and status of arts education at the state and district level is unavailable. The lack of consistency among states regarding policy and research is difficult to quantify. Now, more than ever, state and local officials are accountable for reporting measures of achievement and quality and need accountable measures to meet policy requirements. The current state of policy adoption, policy implementation, and data collection was observed to highlight the importance of data in the policy process.

Since 1999, the Arts Education Partnership (AEP) has surveyed state departments of education about state policies for arts education. Until 2007, the survey was conducted annually. In 2007 the survey format was revised and expanded to include additional information about policy implementation and compliance. The survey schedule also was changed from annually to biannually. The results of the 2010—2011 survey and 2012 update verified the information previously gathered from 2007—2008.

The 2010—2011 survey was conducted from July 2010 to October 2010. Arts education specialists in state departments of education in all 50 states and DC were asked to update their current information for their state as well as respond to several new or revised questions. Responses were received from 47 states and DC. In some cases, state departments of education have either left vacant or eliminated a position with specific responsibility for the arts, which made data collection for certain states more difficult. The State Policy Database was updated in January 2012 to reflect arts education as a core academic subject and to verify the State of the States publication.

The Arts Education State Policy Database is a searchable database comprised of the State Policy Survey. Though federal education policy identifies the arts as a core academic subject, access to high quality arts education is generally determined at the state level through statutes (laws established by an act of the legislature) or codes (legislation that covers many laws).

Users can generate policy reports for individual states, generate 50-state reports on particular policy topics, or select multiple states and policy topics for state-to-state comparisons. Audiences who use the Arts Education Partnership State Policy Database must be aware of the complexities of state policy to make logical state comparisons. Users may generate policy and state reports to clarify the vast landscape of policy and its implementation. Users may also detect implications, limitations, and complications of policy areas within their own state.

About Arts Education Partnership

Arts Education Partnership (AEP) demonstrates and promotes the “essential role of the arts in enabling every student to succeed in school, life and work in the diverse and global economies and societies of the 21st century.” With a focus on enabling student competence in the arts and “in the other subjects and skills essential to [a student’s] success,” AEP is America’s leading communicator in arts education research and policy.

In 1995, The U.S. Department of Education (ED) and the National Endowment for the Arts (NEA) entered a cooperative agreement including governance of AEP with the Council of Chief State School Officers (CCSSO) and the National Assembly of State Arts Agencies (NASAA). AEP currently communicates and connects with over 100 diverse partner organizations in the government, public-private, business, and philanthropic sectors.

AEP communicates about education reform and current trends in arts education through resources such as publications, policy briefs, *ArtsEd Digest*, and the *AEP Wire*. Biannual forums across the U.S. address local, state, regional, and national issues highlighting trends and best practices for learning in and through the arts.

Statement of Value and Importance

Examination of adoption and implementation in arts education policy will help uncover the barriers to access and quality. Although states will remain publically anonymous, state policy analysts will recognize common barriers and develop and share methods to overcome barriers of state policy implementation. Review of data collecting and reporting will help uncover current research agendas. Therefore, identifying existing and planned research will provide insight on state education agency reporting methods. Knowledge of available data related to policy areas help policy analysts to detect barriers to policy implementation and create policy alternatives that may strengthen teacher quality and increase student achievement.

For the first time, the 2012 State Policy Database displays a complete picture of state adopted policy areas. With survey participation and additional research the database contains a complete set of data. Also in 2012, AEP launches a website redesigned with an interactive and user-friendly interface to generate reports by policy area or by state to make state and policy area comparisons. This data and research maps all major state policies that directly influence vital frameworks needed for a complete education in the arts.

The analysis of the State Policy Database will present a national perspective of arts education policy. Mapping similarities and differences of state policies clarify the current condition and status of arts education at state and district levels. An examination of policy

adoption and implementation in arts education helps to communicate the policy paradox and report why recent studies find limited access and quality despite the abundance of adopted policies. This study provides cross-state comparisons that detect common barriers of policy implementation, highlight research agendas, and describe reporting formats according to state education agencies.

Knowledge of common barriers associated with specific policies is important for policy analysts to further understand the complications and limitations of each arts education policy area. Additionally, when applied within state-specific context, they will guide advocates and policy analysts to ensure access and quality arts education.

Knowledge of research agendas will highlight the scope of available research to the field of arts education. Identifying the extent and availability of research determines opportunity for additional research. Cross-state comparisons on how state agency report information will communicate the extent of current reporting methods.

Definition of Terms

21st Century Skills- Learning outcomes relating to critical thinking and problem solving, communication, collaboration, and creativity and innovation.

Access- statewide geographic opportunity for learning and teaching in the arts

Opportunity- fair and equal opportunity is determined by multiple variables such as minimum instruction time, multiple artistic disciplines

AEP- Arts Education Partnership; providing information and communication about current and emerging arts education policies, issues, and activities at the national, state, and local levels.

Arts Alternatives- States that do not require course credits in the arts for high school graduation may offer arts courses (among other options) as an alternative requirement.

Arts Education Policy- State education policy that supports learning and teaching in the arts.

Arts Education- The field of learning and teaching in the arts within a school and/or community setting.

Arts Instruction- Teaching arts disciplines. Effective tools of instruction include but limited to curriculum, methods, and resources.

Arts Integration- A method to connect elements and skills of separate academic disciplines through arts learning.

Arts Teacher- Certified teacher of artistic disciplines.

Core Arts Standards- National voluntary standards and adopted/revised state standards for learning and teaching in and through the arts.

Early Childhood Learning- the level of education associated with a student's age, Birth through Pre-Kindergarten.

Higher Education- Any education level beyond high school. Commonly offered by education institutions such as state/community colleges and public/private universities.

Lifelong Skills- Learning outcomes such as skills and content knowledge that is transferable to other disciplines, tasks, and goals beyond instruction in the arts classroom (e.g. organization, socialization, leadership, and skills of creativity).

P20- Integrated education systems that extend from pre-school through higher education.

P21- Partnership for 21st Century Skills. Leading districts and schools, advocates for local, state, and federal policies that support 21st century skills.

Pre-School- Education level commonly referred to as Pre-Kindergarten (Pre-K/P-K).

Quality- Determined by student achievement in and through arts learning.

School-Community- Members of the local community, where a school resides, that has a defined relationship with school officials (e.g. parent organizations, corporate sponsors, organizations providing extended learning/after school opportunities)

Methodology

Through a survey of arts education personnel in state education agencies in all 50 states and the District of Columbia, the 2010-2011 AEP Arts Education State Policy Survey reflects the state's current adoption of statewide policy. Where information was unknown (Coded as "Don't Know") from State Policy Survey Respondents, additional resources¹ completed data collection. In some cases, additional sources changed survey answers when verifying each state's policies on "Arts Alternatives/Requirements for High School Graduation" and "Alternative Certification for Arts Teachers." Survey respondents were contacted in January 2012 to provide confirmation and/or updates on current policy. Data from AEP's 2008 survey was used as a starting point for additional research and to complete the 2012 *State of the States*.

The Arts Education Partnership identified policy areas that support access and quality for arts education. The areas include two major areas (1) Student standards, curriculum, instruction, and assessment and (2) teacher preparation and professional development. The State Policy Database update in 2012 includes the additional area of *Arts as a Core Academic Subject*. The policy areas are defined below:

¹ Additional Sources: Academic Employment Network; College Board; Education Commission of the States (ECS), Artscan Database; Georgia Professional Standards Commission; National Assembly of State Arts Agencies (NASAA); National Center for Alternative Education; Perma-Bound School Library, State Standards; State Department of Education, State Education Agency Directors of Arts Education (SEADAE)

Arts as a Core Academic Subject: No Child Left Behind Act of 2002, Title IX General Provisions, Part A Definitions, Sec. 9101 Definitions (11) Core academic subjects include; English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography. State policy language is primarily adopted from this definition.

Early Learning or Pre-K Arts Education State Standards: This policy category refers to state requirements of early learning or pre-kindergarten content or performance standards for any or all disciplines of arts education.

Elementary and/or Secondary Arts Education State Standards: This policy category includes the adoption of elementary and/or secondary standards for any or all disciplines of arts education. Arts education standards are statements that define what students should know and be able to do in the arts. Standards communicate learning content and performing goals that guide methods for student assessment and program evaluation.

Arts Education Instructional Requirement for Elementary School: This policy category refers to state requirements for arts instruction in one or more arts discipline at the elementary school level. Each state uses content, time, and/or courses offered as measures to report on instructional requirements.

Arts Education Instructional Requirement for Middle School: This policy category refers to state requirements for arts instruction in one or more arts discipline at the middle school level. Each state uses content, time, and/or courses offered as measures to report on instructional requirements.

Arts Requirements for High School Graduation: This policy category refers to states with graduation requirements for course credits in the arts.

Arts Alternatives for High School Graduation: This policy category refers to states that do not require course credits in the arts for high school graduation but may offer arts courses (among other options) as an alternative requirement.

Arts Requirements for College Admission: This policy category refers to state requirements for course credits in the arts for admission to any of its public colleges or universities.

Arts Education Assessment Requirements: This policy category refers to state requirements for state-, district- or school-level assessment of student learning in the arts.

Licensure Requirements for Non-Arts Teachers: This policy category refers to arts coursework requirements for initial licensure or certification of elementary school classroom (non-arts) teachers.

Licensure Requirements for Arts Teachers: This policy category refers to state requirements for endorsement, licensure, or certification for arts teachers or specialists in any of the arts disciplines.

Alternative Certification for Arts Teachers: This policy category refers to the formal state policy regarding alternative certification of arts teachers or specialists in any of the arts disciplines.

Continuing Education Requirements for Arts Teachers: This policy category refers to state requirements for continuing education or recertification of arts teachers beyond those identified for initial certification.

Through a survey of arts education personnel in state education agencies, the 2010-2011 AEP Arts Education State Policy Survey Part II reflects: levels of state policy implementation,

likelihood of changes in state statute or code affecting arts education, and level and extent and formats to which states collect, use, and report data. Scaled responses are reported using the median (average) or percentages and narrative responses are coded, categorized and summarized. Additional sources (where cited) accompany survey data in attempt to provide full narration and/or explanation of issues determining the current state of arts education according to AEP's Arts Education Policy Survey Respondents. Unlike Survey Part I, survey respondents were not contacted in January 2012 to provide confirmation and/or updates regarding Survey Part II.

Assumptions

State Education Agency Directors of Arts Education are experts regarding current arts education policy and research. All eleven state-level policies recommended by AEP and reviewed in this study support access and quality arts education programs. Examination of policy and research will authenticate or contend current studies on the inconsistencies of state-level policy and research.

Limitations & Complications

The survey data collected by AEP is limited to the respondents and their interpretation of legal language. Policy is continuously evolving and the time span involving data collection may complicate analysis. Due to evolving laws during the research period, the survey results were verified and updated in January 2012 however; changes in law between January and date of publication are not reflected in this research. Therefore, updating policy adoption data in 2012 mitigates discrepancies found after the 2011 survey was complete. Out of professional courtesy

and respect for arts education personnel in state education agencies, a state's name is not disclosed regarding barriers for inadequate implementation of state policy.

Aggregated data will present aggregated results; additional research uncovering the complexities of policy cannot be done without many variables that are not fully researched by those surveyed. Qualitative data is also limited because survey respondents were not required to provide additional information. The literature review research highlights policy-specific facts within each state's context to demonstrate the current condition of arts education policy. State specific examples should not be generalized due to the unique historic, social, political, and economic complexities of each state.

Biases

From a design bias, conjectures can be made regarding the state's value of arts education where policy lacks effective implementation and/or adoption. Policy supporting learning and teaching in the arts, however, does not reflect individual state's value of arts education. Often states do not have specific statutes or codes related to arts education because the structure of the state dictates that decisions on education be made at the local or municipal level.

Survey discrepancies occur due to a procedural bias where survey respondents are requested to complete the survey on a volunteer basis. Additionally, survey responders vary in experience and knowledge when interpreting legal language to provide survey answers. To a degree, survey respondents' self-evaluate and expected biases occur during self-evaluation.

Data reflecting each state's adopted policies proves a measurement bias due to the continuously changing state policies. Updated and verified data (before public release) reflects the most current status of adopted state policy. Furthermore, a Type III problem bias exists

because data is based on the knowledge of survey respondents and severely impacts the validity of this research.

CHAPTER 2

STATE OF THE STATES

Part A. Review of Literature

The Role of Federal Policy

Systemically, the role of federal policy is to improve the education of underserved students. Each presidential administration has strengthened/weakened this role, driven by political interests and influential research. Since the 1990s, federal policy now focuses on standards, assessments, and accountability (CAP, 2011, p.8).

Awareness and focus on main issues direct policy priorities to equalize funding for schools and allocate funds to neglected groups of students. Programs enacted in the 1960s and 1970s under the Elementary and Secondary Education Act of 1965 (ESEA) “marked the creation of an intergovernmental policy system where the federal government provided additional resources targeted at particular students” (Sunderman, 2009, p.7). The role of federal government increased as additional education policies provided funds to elementary and secondary schools in hopes to “redistribute resources to students who were deprived or who had been discriminated against under a system financed and controlled by state and local governments” (Sunderman, 2009, p.7). In the 1960s federal education policy nationally addressed social and economic problems related to education.

During the Reagan administration, government decentralization stunted the growth of national education spending. “Through these actions, the Reagan administration sought to decrease the federal role in education policy and establish a clear division of intergovernmental responsibility” (Sunderman, 2009, p.8). The responsibility of governing education shifted from national toward state-level activity (Lowi 1984).

In 1983, the report *A Nation at Risk* reported that “education played a crucial role in preparing students for the workplace” and recommended “a broad set of policies to improve the school system.” Policy reforms, now steered by this economic issue, emphasized excellence over equity. Achievement tests and rigorous standards increased for both students and teachers but left financing responsibilities to state and local officials. (Sunderman, 2009, p. 9).

Under the Clinton Administration, Goals 2000 linked “excellence reforms to economic concerns” and “gained widespread acceptance,” similar to that of the Reagan Administration because solutions were “carefully attuned to the political and economic exigencies of the time” (Sunderman, 2009, p.10). “The widespread adoption of the excellence reforms served to reinforce the role of federal policy-makers in defining and shaping an educational policy agenda and the central role of the states in education policy” (Sunderman, 2009. p.10).

In 1994, the reauthorization of ESEA: Improving America’s Schools Act (IASA) required states to “develop and implement standards for all students, along with related assessments” however, few states met this requirement due to weak federal enforcement and state autonomy. States molded requirements to “fit their local policy priorities and the capacity of their state agencies.” “As chronicled by the *Education Week* yearly report *Quality Counts*, adoption of strong standards and accountability systems and the extent of state testing varied widely across the nation” (Sunderman, 2009, p.11).

Under the G.W. Bush Administration, No Child Left Behind Act of 2001 (NCLB) “requires states to adhere to federally determined timelines for identifying failing schools and improving student achievement. States must establish performance standards and define adequate yearly progress goals that all schools, including Title I schools, must meet” (Sunderman, 2009, p.12). This role of federal policy requires (in statute) both excellence and

equity to close the achievement gap, especially for underserved and minority students.

Today, research highlights issues of inequity and poor achievement to help administrations direct national policy agendas. A combination of federal mandates and incentives also directly affect the extent to which state and local policy is implemented. Federal mandates may consume local resources and federal incentives and programs mostly target low socio-economic communities and schools.

The Role of State Policy

The primary role of state governments in education is to formulate and implement statewide policy in relationship with federal law and local resources. “Comprehensive state education policy...really began to emerge in the 1970s. Before that decade, most state governments lacked the effective analysts and full-time policymaking bodies that were necessary for substantive innovation” (CAP, 2011, p.7). The Elementary and Secondary Education Act (ESEA) “dramatically boosted federal involvement in kindergarten-through-12th grade education, prompting a related shift in state capacity.” Before this time, “little information on state education agencies” is available (CAP, 2011, p.7).

Newly developed state education agencies (SEAs) relied heavily on federal support. A 1994 study by the U.S. General Accounting Office estimated that “41 percent of SEA operating funds came from federal sources... geared primarily toward compliance and regulation rather than on setting and implementing a coherent, student-focused, data-driven strategy for improving student learning and supporting districts to do so” (CAP, 2011, p.7).

State reforms in the 80s and federal expansions in the 90s “have increased the policy pressure on chiefs and SEAs. Rather than serving primarily as a banker to transfer funds to local

districts, now state agencies are playing more substantively important policy roles” (CAP, 2011, p.7).

The need for state accountability systems increased under the NCLB version of ESEA and dictated the role of statewide policy. Adopted “grade-level standards, state assessments in reading and math for grades three through eight and a year of high school, and rigid accountability systems were created in accordance with federal law” (CAP, 2011, p.9).

In summary, state governments play a key role in statewide policy formation and implementation “within and across the multi tiered educational system” (Hamann, 2004). SEAs set statewide policies in response to federal law and influence local policy agendas through mandates and incentives.

The Role of Local Policy

The primary role of local governments in education policy is to meet the needs and priorities unique to their own (tax paying) community. Tracing back to the roots of local policy more than 200 years ago, local governance by school boards met the needs and preferences of local taxpayers (Land, 2002, p.2). Early examples of state governance “vested each district with financial and administrative authority over its schools” (Land, 2002, p.2). “In the late 1800s, school board members in urban areas typically were elected by local wards (or neighborhoods), which enmeshed the school board members in local ward politics” (Land, 2002, p.2). Circa 1910, “local educational governance became centralized within a smaller city school board comprised of lay citizens selected through city-wide elections instead of in multiple, larger, ward school boards.” Political agendas now motivated local education reform expanding the role of local

policy to “encompass many more [professionalized] management responsibilities... requiring formal training” (Land, 2002, p.2).

“By design, school boards historically have had flexibility in governance and have varied in their management, operation, and priorities in response to their local economic, political, social, and religious contexts” (Land, 2002, p.3). Local governments work directly with administrators, teachers, and parents to maximize local resources and to collect and report student achievement for state and federal directives. Local officials detect policy lock-in as state and federal policy limits the flexibility to balance the needs and resources of local communities. For example: “An urban school board serving a largely minority, low-income population of 100,000 students likely would operate differently and have different priorities than a suburban school board serving a primarily White, middle-class population of 2,500 pupils” (Land, 2002, p.3.).

“Local school boards must recognize district operations so that schools advance fixed objectives identified by state and federal bureaucrats.” School boards do not “establish the terms of [state and federal] accountability or its consequences” and have become a “structural mismatch between accountability and authority.” Furthermore, demands on school board accountability result in “state takeovers from above and parental choice from below.” (Howell, 2005).

The Center for American Progress states that in 2003, “93 percent of district superintendents said there had been an enormous increase in responsibilities and mandates without getting the resources necessary to fulfill them. School leaders say their biggest headaches are funding and the time it takes to comply with a blizzard of local, state and federal mandates” (CAP, 2011, p.9).

In 2004, a report finds that “local negotiation and reframing of policy can be a source of improvement or added value” when SEAs attempt to “implement the federal Comprehensive School Reform Demonstration program.” Both Maine and Puerto Rico’s policies adapt in ways that “better correspond with local problem diagnoses, understandings, and habits of action.” This study detects the importance of local government mediation with federal and state governments to implement policy that will “reflect local mores.” (Hamann, 2004).

Accountability: Proving Teacher Quality and Student Achievement

Accountability is important for local, state, and federal government inter-involvement when fulfilling policy mandates and applying for or providing funding. Measures of accountability are ideally aligned with the directive of a policy and will, in theory, report true results related to policy goals. Accountability is also a central requirement in the role of local, state, and federal officials but more recently, involve public engagement and scrutiny. Local officials are held accountable for student achievement and require school leaders and teachers to provide quality instruction and report student achievement. But, to what extent are schools accountable to tax payers? The issue of holding schools publically accountable for quality instruction and student achievement is debatable. Parents and others with data focused on teacher quality provide subjective scrutiny based on limited measures.

Quality Teachers

A teacher is professionally accountable to his/her school and is measured by teacher evaluation and student assessment results. Teacher evaluations measure teacher “quality” through observation, professional development, and leadership among other indicators. “The best evaluation systems will use all the info on the table” then determine weighting the measures that we have available (Pianta, 2011). The new generation of teacher evaluation systems, however, is primarily based on inputs and outputs involving student test scores (Pianta, 2011). For example, new frameworks for teacher evaluation in the State of New York, is based on “students scores on state assessments” (20%), “student achievement on various measures as agreed to between individual school districts and their local teachers unions” (20%), and “multiple measures of effective teaching, including classroom observations, that are also local bargained” (60%) (Ujifusa, March 2012).

Regarding observation methods in teacher evaluation, a panel discussion at the Center for American Progress highlighted peer-review in teacher evaluation. The State of Florida attempted peer evaluation but noticed discrepancies in comparing teacher quality with student test results (Pianta, 2011). Additionally, scheduled and unplanned walk through observations by school officials limit data based on the fraction of time a teacher is observed.

“Teacher preparation is a wilderness” (Pianta, 2011). Dr. Pianta’s presentation at the Center for American Progress, *Evidence and Approaches to Teacher Professional Development* highlights the current state of professional development in regard to teacher evaluation. As described by Dr. Pianta, “too few metrics in a system with many moving parts” will not effectively evaluate teachers. Evidence matters to produce effective professional development

and the next step is to “engineer how we intersect moving and improving devices by looking at effective models” (Pianta, 2011).

State officials to promote local engagement and public scrutiny of teacher quality may publically post data to ensure school accountability. Stemming from federal mandates and increased pressures on schools to be accountable, few states plan to publicly post teacher evaluations online. Public scrutiny now places teachers personally accountable for the (perceivably limited) measures used to evaluate their performance. Teachers are not the only ones accountable for providing “quality” instruction; so are school officials. On March 6, 2012, *Teacher of the Year* finalists voiced their concerns in a press conference regarding publicly reported teacher evaluations based on limited measures of student achievement. In summary, teachers state that there is a need for public trust in educators and if teachers are publicly accountable for the results of every student’s test on every day, student assessment must factor in multiple measures for special learners (Teacher of the Year Finalists, 2012).

Public scrutiny is also used to motivate policy implementation. *EdWeek* reports that a New York State website allows the general public to track district’s progress on implementing proposed teacher evaluation system. (Ujifusa, March 2012). Governor Andrew Cuomo hopes “the countless parents and advocates who have been demanding accountability in our schools will use *nystudentsfirst.com* to get involved in our efforts to put students first and reform our education system” (Ujifusa, 2012). This tool engages and invites the public to contribute in the policy process.

Data systems are needed to collect and share multiple measures included in teacher evaluation to report accountability in terms of teacher quality. A recent model of a data system is found in the State of Florida where an online journal documents models of student work and

other types of teacher effectiveness (Pianta, 2011). The current NCLB waivers include improvement mandates to design “new and improved accountability systems” but states such as California “wants to free academically struggling schools” from having to financially adhere to federal goals. (Cavanagh, Feb. 2012). Proving school-wide accountability costs local resources and may not have a significant return on its investment.

Multiple Measures for Student Achievement

The root concern about teacher evaluations involves the use of data on student achievement. The focus on state standardized tests has not only narrowed curriculum but also the methods for assessing student learning. As stated by Segun Eubanks, Director of Teacher Quality for the National Education Association, tests are one measure of learning and goals today are for career and college ready students, not for reading a test (Pianta, 2011). Multiple measures are needed for both student achievement and teacher evaluation. However, this section focuses on reporting student achievement.

Sikes states that tests do not measure in ways that are useful for students or educators, and do not contribute meaningfully to learning.” Due to the focus on student outcomes, the valuable educational process is overlooked. “Yet by ignoring any source of evidence other than test results; by basing decisions on the notion of knowledge as content; without, in short, understanding the full range of tools that can give [schools] the information they need, [the schools] are condemned to make ill-informed judgments that do indeed have profound impact on the children.” (Sikes, 2003).

Parents, teachers, and administrators want multiple measures of student assessment. *For Every Child, Multiple Measures: What Parents and Educators Want From K-12* detects the

interests in assessment of those closest to students. (NWEA, 2012). This national study conducted by Grunwald Associates LLC finds that “formative and interim assessments are perceived as more valuable by parents and educators” (2012). NWEA recommends that assessment developers and policymakers “broaden the dialogue beyond summative assessments and high-stakes accountability;” and “develop innovative ways to measure learning, thinking and life skills” (NWEA, 2012). This study highlights the interests in policy in opposition to the current importance placed on limited summative assessment.

To include multiple measures, NWEA recommends that state and district leaders; (1) “Share decision-making authority and responsibility for teaching and learning with teachers, principals and school leaders;” (2) “Select assessments that provide timely and useful information;” (3) “Establish professional learning communities and provide time and training for educators to better understand the different assessments and effective use of assessment data;” (4) “Provide parents with comparative data on students at the district and national levels” (2012).

Multiple assessment measures require data systems to organize and report student learning. A data system can be used as a tool for students and teachers to self-reflect and “guide their own strengths and aptitudes” (Sikes, 2003). A shared system does not exist between state and local officials with flexibility to place weights on various measures. Creating a system may benefit both the needs for local self-reflection and state reporting to federal mandates.

Education Policy Implementation

Policy analysis according to Weimer and Vining is “...client-oriented advice relevant to public decisions and informed by social values.” According to American University’s Foundations of Policy Analysis Professor Karen Baehler, policy analysts are the clients that

apply “critical and creative thinking to design possible solutions for public problems [by using] a ‘soft’ approach to hypothesis testing [and] mapping of whole systems.” Policy has the capability to influence many moving parts connected to policy goals and testing policy options within a system allows one to find the “best” option. Good policy analysis includes: A) quality evidence gathering, B) careful interpretation of evidence, C) frank statement of confidence levels around conclusions, D) rigorous testing of conclusions through questioning and attention to differences in interpretation, and E) clarity of communication (Baehler 2012).

Policy analysts often find themselves among political interference and may be directed to portray the “inconvenient truth or the reassuring lie.” Although elected officials can choose to ignore/accept policy recommendations and direct reporting methods, analytical findings from policy analysts “inform policy design at the margins before decisions are made, justify (or not) policy choices after decisions are made, and aid the ex-post assessment of policy process” (Baehler 2012). Additionally, analysts may overstate/understate data, focus on narrow groupthink goals, and form uncertain judgments that impact the validity of data. Policy ultimately crafted around weak intelligence collecting and poor management will not be as effective and/or efficient as projected.

Standard and practical steps recommended by Eugene Bardach for policy analysis include The 8-Fold Path; 1) Define the problem; 2) Assemble some evidence; 3) Construct alternatives; 4) Select criteria; 5) Project outcomes; 6) Confront trade-offs; 7) Decide! [on a policy option]; 8) Tell your story (A Practical Guide for Policy Analysis, 2009). When following these research and analysis steps a policy is ready for implementation and monitoring. Similar steps presented by Charles Wheelan in *Introduction to Public Policy* include; 1) Identify a social goal, 2) Diagnose the problem, 3) Identify the appropriate institution for action, 4) Evaluate the

substance and politics of the competing policy options, 5) Implement, enforce, and monitor the policy change (2011).

The policy process involves all government branches, including the very influential 4th branch called the public sector. The public sector holds potential stakeholders including corporate and nonprofit entities. According to Professor Baehler, A stakeholder is “someone who holds a stake which is; share or interest in something, particularly through money invested; money risked in gambling; personal or emotional interest, concern, or involvement; and a wooden or metal post used to mark territory (fence post).” Often times stakeholders are left out of the policy process due to financial restrictions and are not engaged to participate. Levels of stakeholder participation may vary from informing and consulting to more influential levels of involving, collaborating, and empowering. Stakeholder relationships are vital to understanding public-sector engagement and developing effective public policy. Effective policy implementation depends on stakeholder resources and community buy-in. (Baehler, 2012).

Public policy “failure frameworks,” may occur due to traditional market failures, government failures, and distributive justice failures according to Professor Baehler (2012). Failed public education policies due to market failure are commonly caused by *positive externality* and *information asymmetry*. Failed public education policies due to government failure are commonly caused by *policy lock-in*. And failed public education policies due to distributive justice are commonly caused by *inequality of opportunity*. These causes were detected based on the main education policy goal of providing and equitable and quality education.

A market failure may exist due to the loss of an expected *positive externality* (i.e. learning is a by product of tax investments that contributes to the overall quality of a society).

Learning is an investment in society's greater economic market and lack of achievement will impact economic growth. Another market failure due to *information asymmetry* is common due to the varied reporting methods of student achievement and teacher quality. It is difficult for government officials to measure data coming from varied reporting methods and often times data is not interpreted the same across the state and/or nation.

Government failure by *policy lock-in* is common due to the complex layers of statute and code found within each level of local, state, and federal government. Complex policies prove difficult to enforce and are loosely tied to unaccountable measurements. Additionally, local policy may become a barrier to state or national policy goals such as teacher tenure limiting teacher effectiveness and school turn-around.

Distributive justice failure by *inequality of opportunity* summarizes unequal access of underserved students. This relates to those students in rural areas who cannot choose a better education due to their travel limitations, inner-city students who cannot choose a better education due to overcrowded schools and/or lack of resources, and other disadvantaged students including English language learners, special needs, and gifted students. One may argue the fairness of equity regarding distribution of benefits and costs based on a community's diversity and socio-economic status.

In summary, many elements of the policy process are vital to the implementation and success of a policy. Common public education policy failures may include elements of misleading research and reporting, unbalanced power relationships of public engagement, and inappropriate policy framework(s).

Part B. Arts Education Policy Adoption Report

Reporting on Policy Areas

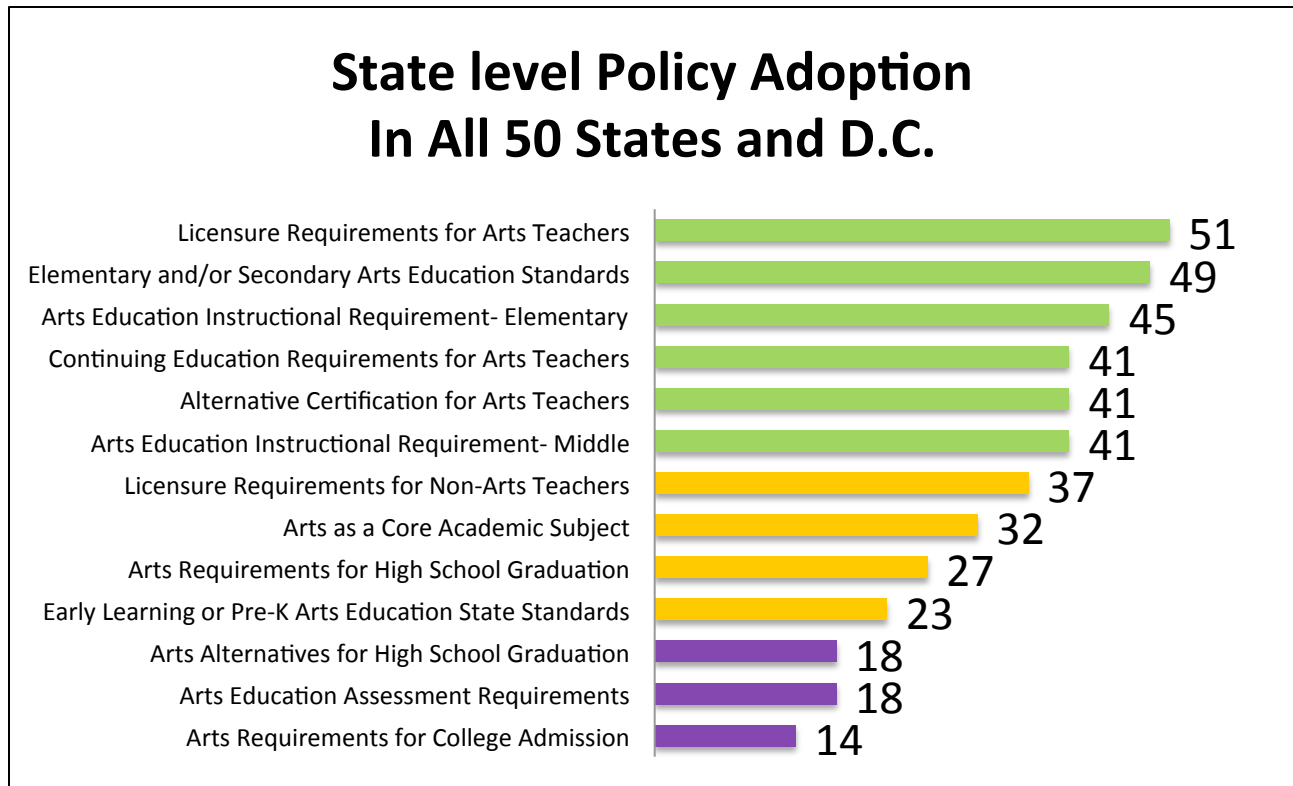


Figure I: State Level Policy Adoption in All 50 States and D.C.

Source: AEP Arts Education State Policy Survey

Arts as a Core Academic Subject²

Thirty-two states adopted state-level policy defining arts as a core academic subject.

Arts as a Core Academic defined in state policy came about from national level influences however is inconsistent today (AEP, 2011). It is equally important for arts to be

² This policy category was not surveyed in 2010-2011. Sources include ECS and AEP survey respondents in 2012.

defined in state policy as a core subject or academic area to inspire statewide agendas. For example, the State of Washington includes all four major art forms (Music, Visual Arts, Theatre, and Dance) as part of the essential academic learning requirements (EALR) for all students, which also means that districts must assess and report progress toward meeting state standards (AEP, 2011). Required student assessments and program evaluations strengthen reporting methods for the arts providing equal opportunity to highlight student achievement and progress.

Arts as a core academic subject existed in federal policy since the passing of *Goals 2000: Educate America Act* in 1994 under the Clinton Administration (*Goals 2000*, 1994). This federal policy continued to define arts as a core academic subject under the Bush Administration in 2002 with the *Reauthorization of the Elementary and Secondary Education Act* (ESEA) known as NCLB: *No Child Left Behind Act of 2001* (NCLB, 2002).

The *No Child Left Behind Act* is law supporting core academic subjects. Arts defined as a core academic subject allows arts programs to have access to federal education funds (*No Subject Left Behind*, 2005). Federal education funds support programs (such as “teacher training, school reform, and technology programs”) to provide equal opportunity to core academic subjects (*No Subject Left Behind*, 2005, p7). This policy allows opportunity for arts education programs and positions the arts among other core subjects like reading, math, and science.

To highlight the importance of this policy area, the Arts Education Legislative Working Group³ proposed recommendations for the reauthorization of NCLB in 2007. This coalition enables cultural associations to achieve a collective agenda regarding the status of

³ The Arts Education Legislative Working Group includes; National Art Education Association (NAEA), Americans for the Arts (AFTA), the League of American Orchestra, National Association of Music Education (NAfME), National Assembly of State Arts Agencies (NASAA), Arts Education Partnership (AEP), Education Theatre Association (EdTA), National Dance Education Organization (NDEO), National Dance Association, State Education Agency Directors of Arts Education (SEADAE), American Association of Museums, Dance/USA, the Kennedy Center, National Association of Music Merchants (NAMM), OPERA America, Theatre Communications Group (TCG), VH1 Save The Music Foundation, and VSA The International Organization on Arts and Disability.

reauthorization and appropriations in federal legislation. The Working Group also recommends the inclusion of the arts in the definition of core academic subjects (NAEA, 2010). In March 2010 the U.S. Department of Education published A Blueprint for Reform; The Reauthorization of the Elementary and Secondary Education Act that proposes to continue arts as a core academic subject (U.S. ED, 2010).

Early Learning or Pre-K Arts

Education State Standards

Twenty-three states adopted state-level policy regarding early learning or pre-k arts education standards.

Early Learning and/or Pre-K Arts Education State Standards are unique to common education agency policy. Early learners are defined by age or grade level according to an organization's mission, programs, and resources. Although varying definitions across the sector exist, researchers can detect policy related to early learners ranging from birth to early elementary school levels. This policy is distinctive in a sense because education agencies focus on students grades K-12 and prekindergarten learning services/institutions are typically guided by other government agencies such as social services. Specific focus on standards for students before their entry into kindergarten is fundamental to the content of this policy area.

Schools and communities may choose to focus resources and programs on birth through prekindergarten levels. In this case, specific teacher training and certification is not uncommon. Also, the state department of education's adoption of elementary state standards may not include learning levels before prekindergarten. This clear division in government administration is a key

factor when interpreting the policy area of Early Learning or Pre-K Arts Education State Standards.

The U.S. Department of Education's *Early Learning Initiative* is committed to supporting whole child development ranging from birth through 3rd grade (U.S. ED, 2012). "Enhancing the quality of learning programs" and "increasing the access to high quality early learning programs especially for young children at risk for school failure" are important to the Obama Administration (U.S. ED, 2012). U.S. Department of Education administers programs, encourages state and local resources, promotes community partnerships, conducts research through the Institute of Education Sciences (IES), funds technical assistance and supports state data systems with the ability to longitudinally track early learning programs (U.S. ED, 2012).

Standards are commonly organized by content and instructional method. Survey respondents reported dates of state policy adoption starting in 2001 through 2009. Curricular areas range from fine arts and performing arts to varying categories of aesthetic development and integration with science, reading, mathematics, and technology.

Schools and community organizations created products to support this policy area. Additional resources and guidelines were created out of interest in adopting this policy area. Examples of resources and guides include: curriculum guides (e.g. WI), conversations between arts education specialists and early learning specialists (e.g. AZ), and recommendations for the state and local alignment of every aspect of education to support the classroom teacher (e.g. MD) are example products of this policy area.

States reinforce expectations in the place of statute or code. States without curriculum or learning standards may adopt expectations or voluntary standards of early childhood development. This policy language does not administer standard levels of learning and teaching

but will reinforce the expectations the state has for teachers and administrators when teaching and evaluating.

Elementary and/or Secondary Arts

Education State Standards

Forty-nine states adopted state-level policy referring to elementary and/or secondary arts education standards (the exceptions are Nebraska and Iowa).

Elementary and/or Secondary Arts Education State Standards are often times viewed as general concept goals and can be met in varying lengths of time and detail. This allows flexibility for both formative and summative assessment methods to measure learning via standard achievement. Common formative assessments occur through the use of benchmarks and unit and/or lesson goals aligned with standards.

State standards often align with assessment and program evaluation methods. States commonly adopt and revise state standards based on national models. Standards are commonly sequenced by grade level and separated by artistic discipline to accompany levels of student assessment and program evaluation methods. Also, states vary in content of artistic disciplines and may include disciplines not modeled nationally such as Media and Entertainment in California and Media Arts in South Carolina. Survey respondents report district-level implications of policy development and implementation.

National standards serve as a primary model for the adoption and revision of state standards. Many states are due to revise state-level standards however are put on hold until the current national revision is complete. Upon revision, additional work is needed to communicate national standards for state policy adoption. PCAH recommends assistance to states when

adopting and implementing the new Common Core standards to communicate how to use the arts to “develop critical thinking and problem solving, communication, collaboration, and creativity and innovation” (2011, p. 52). PCAH suggests “federal and state programs that recognize excellence and improvement... can highlight award-winning schools that incorporate the arts” (2011, p. 53).

In *The National Standards for Arts Education: A Brief* by the Consortium of National Arts Education Associations, the first call for voluntary national standards, occurred in 1992 by the National Council on Education Standards (NCEST). By 1994, the Consortium of National Arts Education Associations first published *The National Arts Education Standards*. Also in 1994, the passing of federal policy: *Goals 2000: Educate America* included the development of standards for core subjects that include the arts. (NAfME, 2012).

According to the National Association for Music Education (NAfME), the national standards provide a “basis for student assessment, and for evaluating programs, at the national, state, and local levels” (MENC, 1994). A nation model of arts standards provide a consensus of national scope on what students should know and be able to do in the arts. Most states adopt voluntary national standards and will revise accordingly.

The National Coalition of Core Arts Standards⁴ directs the current revision of the 1994 national arts education standards with international perspectives and comprehensive reviews of developmental research. NCCAS teams will write discipline specific standards and complete the revision process in 2013. A paper and interactive online product will assist state and local revisions. (NCCAS, 2012).

⁴ The NCCAS Partners: American Alliance for Theatre and Education (AATE), Arts Education Partnership (AEP), Educational Theatre Association (EdTA), The College Board, National Association for Music Education (formerly MENC), National Art Education Association (NAEA), National Dance Education Organization (NDEO), State Education Agency for Directors of Arts Education (SEADAE)

Arts Education Instructional Requirement
for Elementary and Middle School

Forty-five states adopted state-level policy requiring elementary school arts instruction in one or more arts discipline.

The precise wording of a law or statute is vital to policy effectiveness regarding access and quality of a students' education. The actual wording can mean the difference between simply ensuring that all students are provided with access to arts instruction versus ensuring that all students are required to receive arts instruction. Considerable variation exists among states in terms of requirements for duration, intensity, and delivery of arts instruction. State policies vary widely with regard to what arts disciplines are taught, when and for how long instruction is offered, and who is considered qualified to teach.

States report a wide range and depth of policy. Each state determines their own elementary teacher qualification and/or certification of instructors. Instructional time may be mandated or recommended by timeframe or require a minimum of available courses. Content and curricula are instructed through arts integration or separate arts classes. Instruction of Art and Music is often required with recommendation for opportunities in Dance and Theatre.

Forty-one states adopted state-level policy requiring middle school arts instruction in one or more arts discipline.

States report range and depth of policy. Comparative to elementary instructional requirements, middle school requirements vary according to instructor quality, instruction time, and content. Middle schools often provide flexible options to fulfill content requirements within a required or recommended timeframe.

Arts Requirements for High School Graduation

Twenty-seven states adopted state-level policy requiring course credits in the arts for high school graduation

In 1996, Title I of ESEA supported the National Education Goals to leave grade 12 having “demonstrated competency over challenging subject matter” including arts (U.S. ED, April, 1996).

States report range of required credits. Survey respondents highlighted varied amounts of instruction and different arts discipline requirements. The stated amount of credits required ranges from .5 credits to 3 credits. Students may have the option to choose their arts discipline to fulfill a minimum number of credits or students may take the recommended/required arts discipline. For example, DC requires .5 credits in art and .5 credits in music without the flexibility for students choose their arts discipline.

States reporting methods reflect varied requirements. Different reporting methods highlight the variations of requirements within this policy category. For example, the state education agency of New Hampshire reports on a competency-based system where students provide evidence of meeting course competencies to achieve credit in the arts. Other reporting methods include enrollment and/or completion of course work.

States report “local control.” Several states without state-level policy requiring arts courses for high school graduation are “local control” states where requirements are determined by district-level policy (e.g. New Mexico, Wisconsin, Wyoming, Nebraska).

Arts Alternatives for High School Graduation

Eighteen states adopted state-level policy requiring course credits in the arts (among other options) as an alternative requirement for high school graduation.

States with graduation requirements may require course credits in the arts or provide arts courses (among other options) as an alternative requirement. Multiple graduation programs and tracks may exist within in each state where arts education elective courses are shared among other academic disciplines such as vocational/career and technical education, speech, foreign/world language, and technology education.

A broad range, depth, and amount of arts alternatives exist. States that did not adopt this policy area have “local control” states where requirements are determined by district-level policy (e.g. CO, IA, NM) or have minimal “encouraged” requirements (e.g. WI).

Arts alternatives are provided among other elective options. Arts courses exist among a varying number of other alternative course offerings. Schools requiring elective courses for high school graduation that include arts courses also offer vocational/career and technical education, speech, foreign language/world language, technology education, humanities, life-skills, senior demonstration project, and advanced placement arts courses.

Multiple diploma tracks offer flexible options for alternative requirements. Elective requirements create alternative options for students to substitute credits through arts study. In the State of New York, students completing a 5-unit arts track do not have to complete additional two units of a language other than the English requirement. In the State of Connecticut, students are provided the alternative opportunity to fulfill up to 5 credits of other elective requirements through arts study.

Arts Requirements for College Admission

Fourteen states adopted state-level policy requiring course credits in the arts for admission to any of its public colleges or universities.

Arts requirements may vary within states with multiple higher education systems and/or local control. It is common for states with this requirement to also have arts requirements for high school graduation however it is less common for states that have arts requirements for high school graduation to also have college admission requirements.

Varying levels of robustness within this policy category exist. Declines in robustness begin where exceptions are made to students who do not fulfill the admission requirement. Out of state students and credit substitutions are examples of exceptions. Additional decline in robustness is found in the exceptions of colleges or universities who do not have a primary focus on the arts.

College admission requirements correlate with high school graduation requirements. All 14 states requiring arts credits for admission also provide high school courses in the arts or require arts courses for graduation. This tight relationship in policy areas should be noted for extended research. How do requirements for college admission and requirements for high school graduation strengthen/weaken education policy agendas? What are specific outcomes of adoption in both policy areas?

States offer exceptions/alternatives to college admission requirements. Although a state may require one arts credit, states such as Kentucky accepts out of state students who may not fulfill this requirement because arts credits are not required for high school graduation in the student's home state. Additionally, Louisiana accepts substitutions for this requirement. Minnesota will not technically disqualify students from admission if a student does not fulfill the

requirement. In Massachusetts only colleges that have a primary focus on the arts have an arts requirement for college admission.

Arts Education Assessment Requirements

Eighteen states adopted state-level policy requiring state-, district- or school-level assessment of student learning in the arts.

Assessing student learning is a method that reports progress through measuring achievement. Quality assessment tools aligned with varied assessment methods will enhance the effectiveness of reporting student achievement. It is important for a teacher to use (and administrator to choose) assessment methods that best reflect the intentions/goals of a lesson. Often times an assessment tool is designed at the local level to evaluate student performance for a specific subject, unit, or lesson, and this tool is difficult to apply elsewhere. The content of an assessment must also align with the content of the learning goal. For instance, a teacher should recognize the difference between content and skill and assess content and skill separately. The correlation of skills and knowledge may be strong however; the assessor must discern this difference to effectively report student learning.

Reporting student learning and achievement is vital for schools, districts, and states. Where applicable, assessments may be aligned with local school district curricula and/or state content standards to assist policy implementation and reporting data. Formative and summative value-based examinations are common student assessment devices to track student progress as well as comprehensive knowledge and skills. In summary, assessment data on student progress drives parts of teacher, program, and school-wide evaluations. Assessments provide data that measure progress and exhibit accountability.

Advancing assessment techniques and methods vary with state support. The advancement of developing and learning assessment techniques and methods varies from state to state. The Massachusetts DOE works with teams of arts teachers from ten districts that volunteer to explore arts assessment techniques with the possibilities of developing local district-wide assessments. Both the New Hampshire and Vermont DOE collaborate to provide a summer multiday arts institute to build teacher capacity in arts assessment in Northern New England. State Education Agencies provide opportunity for professional development, collaboration, and direction to develop best techniques and methods for assessing student learning.

Assessments often align with state curriculum and standards. The level of involvement of state- and district-level assessment techniques and methods vary state to state. For example, Vermont demonstrates the alignment of local curricula with the state content standards through formative and summative assessments. Other states such as New Jersey may have locally designed formative assessments but summative assessments are developed by State Education Agencies. Assessment and curriculum alignment is common in reporting methods, such as Hawaii's use of standards-based report cards and Delaware's use of standards-based rubrics, to evaluate student learning.

States provide frameworks and schools regulate assessment. Some states mandate local-level assessment requirements such as Michigan, Ohio, Oklahoma, Pennsylvania, and Vermont. Additionally, states such as Mississippi provide state frameworks help local districts regulate assessment. Some schools in Massachusetts develop and implement school-wide assessment strategies with plans to document them for dissemination as local assessment models.

Licensure Requirements for

Non-Arts Teachers

Thirty-seven states adopted state-level policy requiring licensure or certification of elementary school classroom (non-arts) teachers.

Teacher licensure and certification requirements exist to report qualified teacher instruction for elementary non-arts teachers, middle through high school discipline specific arts teachers, and teaching artists. Pathways to acquire skills for licensure and certification relates to three policy areas including licensure for non-arts teachers, licensure for arts teachers, and alternative certification for arts teachers. Varying requirements determine the variances in rigor of this policy category.

Licensure for non-Arts teachers directs postsecondary institution requirements to include arts competencies in teacher preparation programs and/or require competencies for state teacher certification. Teacher preparation course work may require arts credits or arts alternatives with state and/or local methods of reporting teacher competencies. Schools may employ arts specialists and/or generalist teachers to teach via arts learning and/or arts integration.

Existing methods and measures to obtain licensure vary. Teacher licensure in states such as Massachusetts may require coursework but not require content knowledge exams. Additionally, training varies regarding what arts disciplines are taught (e.g. Oregon and Arkansas require only music and art training). Methods of arts instruction also vary among states such, as North Carolina requires arts integration instruction. Often times the measure of training is determined by credit hours/courses through higher education institution programs. Different licensures for different ages of students exist depending on the instructing institution.

Furthermore, states make note of agenda setters. Influencers of elementary non-arts teacher certification include postsecondary intuitions, statewide assessments (e.g. Praxis II), and State Board of Education Standards for teacher preparation programs.

Licensure Requirements for Arts Teachers

Fifty states and the District of Columbia adopted state-level policy requiring teacher licensure for arts teachers or specialists in any of the arts disciplines.

Licensure for arts teachers is dependent on the teachers' state-approved occupational experience or degree. Higher education institutions may determine course requirements that fulfill state licensure requirements. Additional state competency/Praxis examinations may certify secondary art teachers in specific arts disciplines.

The National Board for Professional Teaching Standards (NBPTS) offers a National Board Certification to complement teacher licensure (2012). Today, over 97,000 teachers nationwide have achieved NBPTS certification. Many states recognize National Board Certification and allow teachers to move from state to state (National Board, 2012).

According to ETS, The PRAXIS Series, Praxis II Tests are needed for teacher licensure in 39 states (2012). ETS examinations measure content knowledge, skills, concepts, and processes related to art, music, and theatre as well as grade level specific content (ETS, 2012). Each state determines the exam(s) and minimum scores required for state licensure (ETS, 2012). Examinations such as ETS allow researchers to make state-to-state comparisons regarding statewide competency requirements.

States provide arts discipline-specific and level-specific licensure options. Arts teachers may obtain statewide licensure from the State Department of Education in Music, Visual Arts,

Theatre (Dramatic Arts), and Dance. The type of licensure is also organized by student grade level (e.g. Pre-K through grade 12, and grade 6 through 12).

Multiple methods exist to obtain licensure. Academic institutions and/or preparatory programs provide the means to obtain state licensure in the arts. For instance, Connecticut's prospected teachers are required to obtain a minimum score on Praxis I and Praxis II in the content area; D.C. requires an undergraduate degree in the arts; Arizona accepts dual certification for non-arts teachers; Arkansas provides performance-based licensure options through professional development; California authorizes multi-art discipline trained candidates and requires a minimum of three years experience for career/technical-education licensure involving arts, media, and entertainment.

The playing field isn't level for dance and theatre regarding licensure requirements for arts teachers. An imbalance of arts discipline requirements was detected in Connecticut thanks to statewide task forces in Dance and Theatre developing teacher standards and regulations for licensure. Idaho, Iowa, Kansas, Florida, and Louisiana lacks dance licensure requirements, indicating an imbalance in requirements across arts disciplines.

Alternative Certification for Arts Teachers

Forty-one states adopted state-level policy regarding alternative certification of arts teachers or specialists in any of the arts disciplines.

Alternative certification for arts teachers may require coursework, state content-area examination, field experience, state board of education interview, interstate agreement and participation in induction/mentor programs. Programs may lead to state certification but not necessarily a degree.

According to U.S. Department of Education's fifth publication in the Innovations in Education series: *Innovations in Education; Alternative Routes to Teacher Certification*, alternative certification includes midcareer individuals and middle-aged retirees from other professions seeking certification (2004). Alternative programs provide opportunity for candidates to move into their classroom, aside from traditional academic course work. Location-specific partnerships help local school districts meet their needs as well as create "alternate pathways to school leadership" (U.S. ED, 2004). This document is a reflection on the *No Child Left Behind* requirement that "all teachers of the academic subjects be highly qualified, new teachers must be equipped with the knowledge, skills, and dispositions to teach to high standards and to be effective with the increasingly diverse array of students in today's classrooms" (U.S. ED, 2004). Due to a national movement in alternatives, U.S. ED explains how alternative routes to teacher certification vary from "unstructured help for individuals on emergency permits to sophisticated, well-designed programs" (2004).

Statewide programs and local partnerships provide alternative certification options. Maryland states that alternative programs will often lead to certification but not necessarily to a degree. Programs allow teachers to begin much earlier and usually cost much less than traditional routes (MD). The modified time frame is considered intensive and very challenging (MD). Some local districts partner with area colleges and private providers to offer alternative preparation options (MD).

States provide multiple alternative options. Alternative certification requirements include options such as local program participation (e.g. AZ and NH), state intern program participation (e.g. PA), minimal experience in the field (e.g. CA), passing of subject-specific content exams in the certification area (e.g. LA), portfolio process (e.g. MN) interstate agreement (INTASC) (e.g.

NH), clock hours of instruction in pedagogy and content (e.g. WI). Applicants for certification may also be required to provide documented evidence of semester hour's ranging from 24 to 32 from an accredited college or university (CO: 24 hours; LA: 31 hours; AL: 32 hours) similar to traditional certification program. Also states may prescribe coursework

The playing field isn't level for dance and theatre regarding alternative certification for arts teachers. The State of North Carolina lacks requirements for dance and theatre. The State of Pennsylvania Dance teachers cannot become Praxis certified because of state requirements for coursework in AIV/AIDS for health and physical education teachers.

Continuing Education Requirements for Arts Teachers

Forty-one states have adopted state-level policy requiring continued education or recertification for arts teachers.

State directives may require districts to provide professional development to continue teacher education or states may motivate teachers to pursue continued education based on recertification requirements. Certificate expiration, and pay scales aligned with professional development are personal incentives for teachers to pursue professional development or a graduate degree.

The U.S. Department of Education's *No Child Left Behind Teacher-to-Teacher Initiative* helped teachers to "improve student achievement by supporting their professional development" (U.S. ED, 2007). National programs such as this reached more than 300,000 teachers of more than one million students in 2007 (U.S. ED, 2007). A national program and initiative has the

capability to reach out to states and school districts to increase the opportunity for continuing teacher education and provide guidance (in many forms of information) for decision makers.

Partnerships and sponsorships provide opportunity for teacher learning but state requirements may outweigh state support. According to the 2007 AEP report: *Working Partnerships; Professional development of the Arts Teaching Workforce*, Professional associations, state-affiliated arts organizations, higher education institutions, and/or a partnership involving two or more of these entities may offer arts-specific teacher education and development opportunities.

It is common for states to provide professional development opportunity when funds are available but when funds are limited; state arts agencies and state/community partnerships play a vital role in providing professional development opportunity. The South Dakota DOE relies on South Dakota Arts Council and South Dakotans for the Arts to provide annual professional development. Also, South Carolina's DOE sponsors professional development arts institutes through the sponsorship by Arts Curricular Innovation Grants Program.

Facilitating certificate renewal and/or professional development varies. The State of Florida provides guidance regarding requirements, but does not provide professional development. State programs such as Idaho's *ArtsPowered Schools* offer elementary teachers credit towards service requirements.

Required teacher education varies in content and can be measured by course credits, clock hours, or point/unit systems. Additional opportunity may include publishing articles (TN). In Wisconsin, new teachers require a continued education plan with peer, administrator, and school board approval. New teacher induction programs provide a support system to ensure

successful continued education. Coursework at accredited institutions also ensure teacher learning.

Summary

States vary in both the number and specificity of their policies for arts education. Only a few states report that policy areas surveyed are a local responsibility and therefore statewide policy does not exist. The lack of statewide policy does not directly infer a lack in local policy. This highlights the importance of local-level officials to adopt and implement policy. Language in state statute and code varies in specificity and may or may not reinforce the rigor and strength of statewide policy requirements.

Many states report multiple pathways and options to meet policy requirements. Flexible options exist for teachers to obtain licensure and meet continued education requirements. Alternative policy options such as alternative certification options and accredited academic and public partnerships provide alternative means for teachers to qualify for statewide licensure. Flexible options exist for students as well. Alternative policy options for students to graduate include: alternative arts requirements and multiple diploma tracks.

Part C. Analysis

Policy Implementation

Not all adopted policies are effective and implemented to the same degree. Although varying opinions exist because of state-specific perspectives, a higher number of state education agency personnel rate that compliance to adopted policy is neither very high nor very low (See *Figure II*). A higher number of surveyed state agency personnel (13 out of 34) rate compliance as mediocre (level 3 on a scale of 1, very low compliance to 5, very high compliance). Policy barriers associated with this data is described (See *Detected Barriers to Policy Implementation* Below) from qualitative coding of survey part II. Figure II confirms the existence of barriers and the magnitude to which barriers may cause weak implementation of public policy.

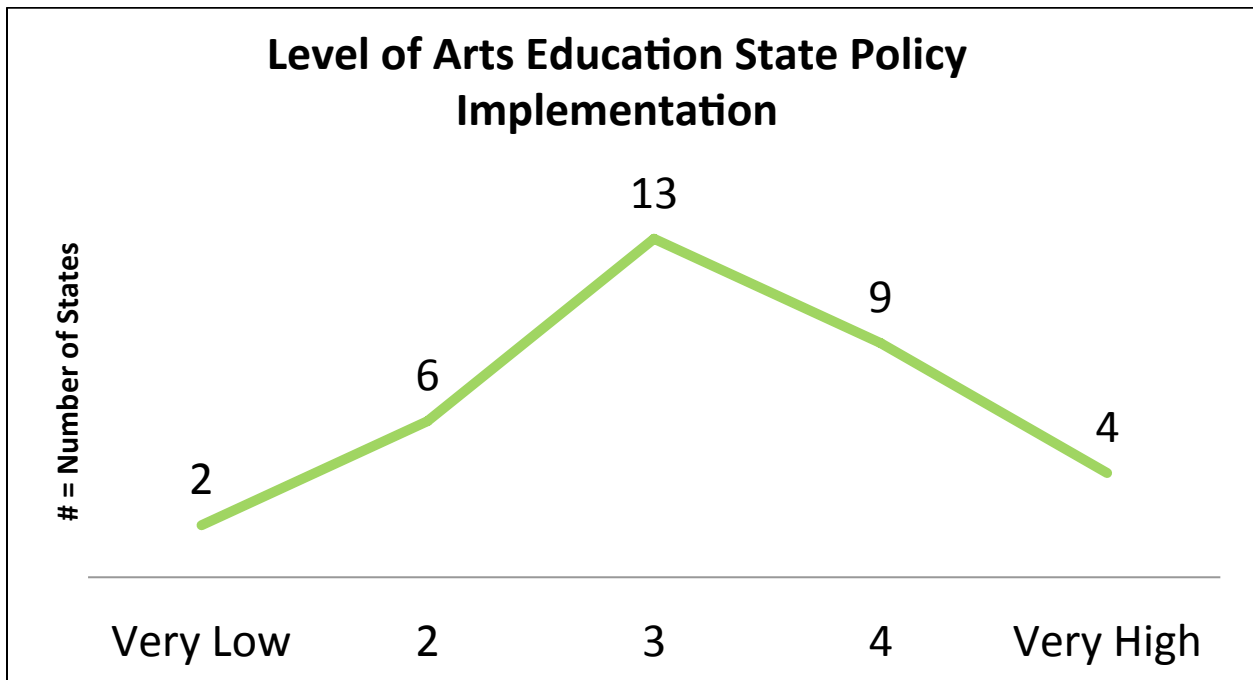


Figure II: Level of Arts Education State Policy Implementation

Source: AEP Arts Education State Policy Survey

Effects of Statute or Code Changes

Although varying opinions exist, a higher number of state agency personnel respond that changes or modification in state statute or code will have a very low effect on arts education (See *Figure III*). A higher number of surveyed state agency personnel (14 out of 37) respond that changes or modification in state statute or code will have a very low effect on arts education. A lower number of surveyed state agency personnel (4 out of 37) respond that changes or modification in state statute or code will have a very high effect on arts education.

The correlation of weak implementation and belief that policy is naturally weak leads one to believe that poor implementation is due to weak policy. If a state education official believes policy is weak the state education official may be less motivated to successfully implement policy. State education officials are considered key stakeholders and according to the policy process stakeholders play a key role in the success of public policy. All key stakeholders require accountability and transparent evaluation to help motivate state officials to meet policy goals, including the implementation of policy.

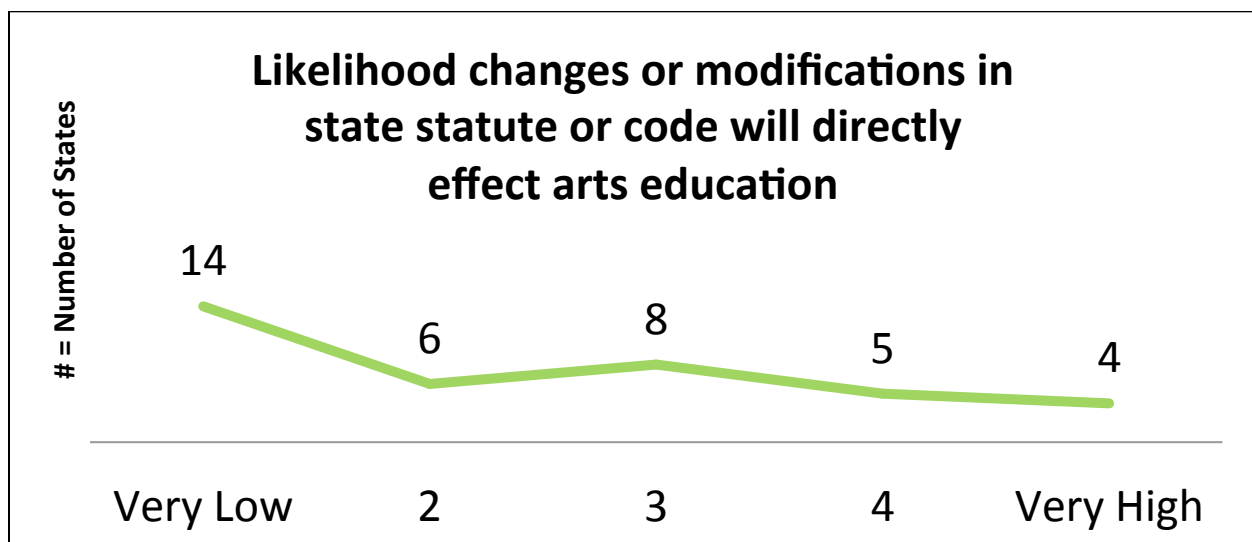


Figure III: Changes or Modifications in Law Directly Affecting Arts Education

Source: AEP Arts Education State Policy Survey

Data Collection

Abundant opportunity exists for statewide arts education data collection from district and local levels especially on technology and facilities and assessment measures (*See Figure IV*). Only 8 out of 40 states collect data on assessment measures to understand the quality and effectiveness of their assessment tools and methods with ability to validate student achievement. Investing in assessment data collection will help states provide accountable measures of student performance to meet the requirements of state and federal policy. Research continuously calls attention to the need for quality methods and measures of student learning. Multiple methods and measures are a prominent interest among parents, teachers, and local officials to validate teacher and school wide effectiveness.

Teacher effectiveness is dependent upon a number of core indicators surveyed (*See Figure IV*). Professional development and instructional time increases the opportunity and depth of student learning opportunities, which teachers can provide. Both data on professional development for arts teachers and instructional time in the arts are only collected in 11 out of 40 states. Although these indicators are observed more than assessment measures, teachers are also not effectively evaluated due to the inconsistencies of measuring indicators that strengthen the effectiveness of teacher instruction. Additionally, a teacher's classroom (facility) enhances teacher effectiveness and student achievement. Only 9 out of 40 states measure the quality of arts classrooms. This is another systemic error for validating teacher effectiveness and proving a teacher is accountable.

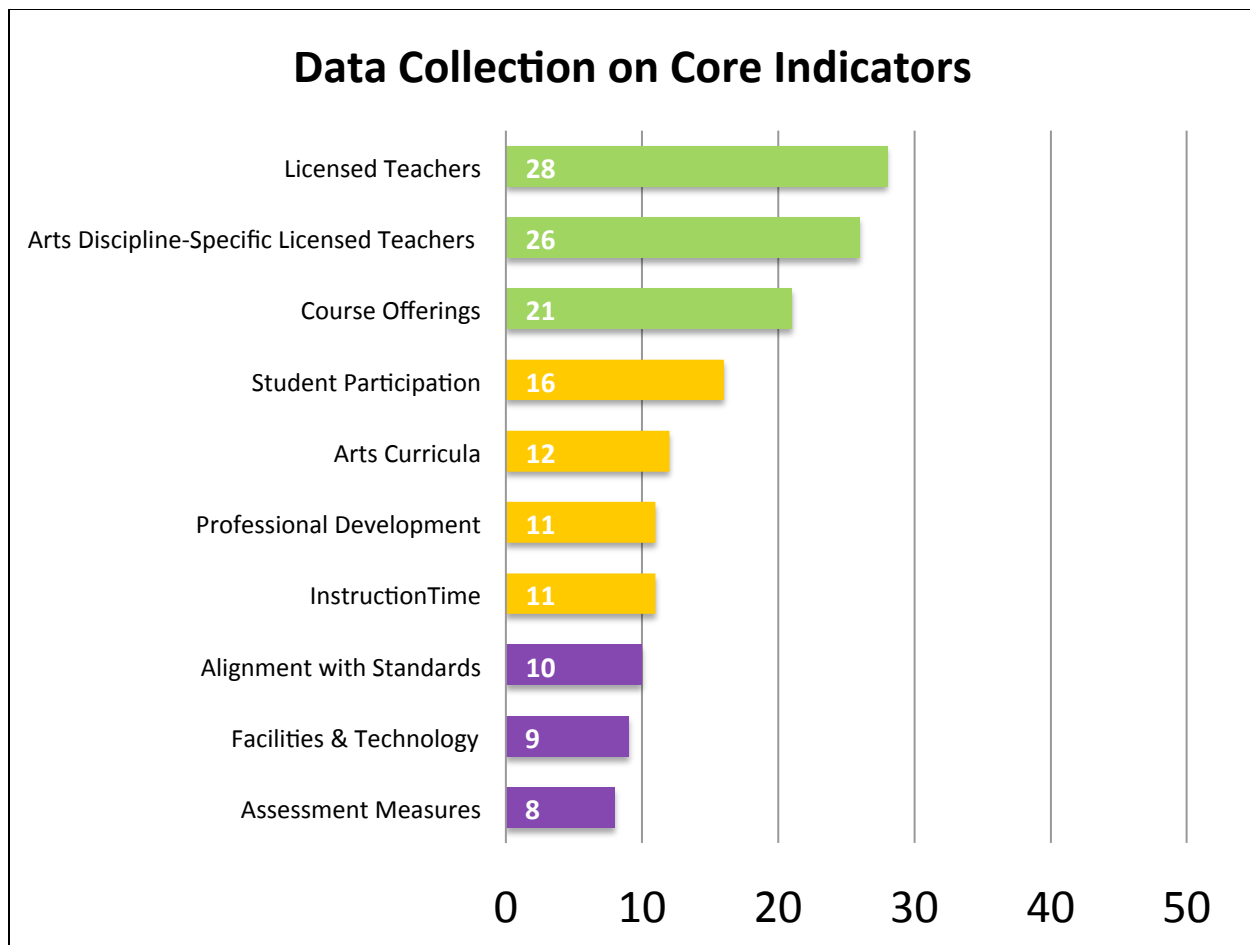


Figure IV: Data Collection on Core Indicators, N=40 States

Source: AEP Arts Education State Policy Survey

72% (of 36 states surveyed) don't know or are not planning to collect arts education data on district and local levels during 2010-2011 (See *Figure V*). States that do not know of planned data collection are likely to not collect data based on the assumption that SEA Arts Education Directors are involved in SEA arts education research agendas. More than half the U.S. will not collect current arts education data on any core indicators affecting teacher effectiveness and student learning. This significant gap in research highlights the need for data collection as well as a cost-effective method to obtain current and consistent results.

28% (of 36 states surveyed) are aware of planned statewide data collection for 2010-2011. Although research is planned this survey does not highlight how many core indicators will be researched. One may assume based on the polarity of data collection of core indicators that not all indicators will be evaluated and a gap analysis may highlight this. Limited data weakens local and state ability to project current results. As local and state policy changes constantly, consistent data collection for longitudinal research is needed to evaluate policy change.

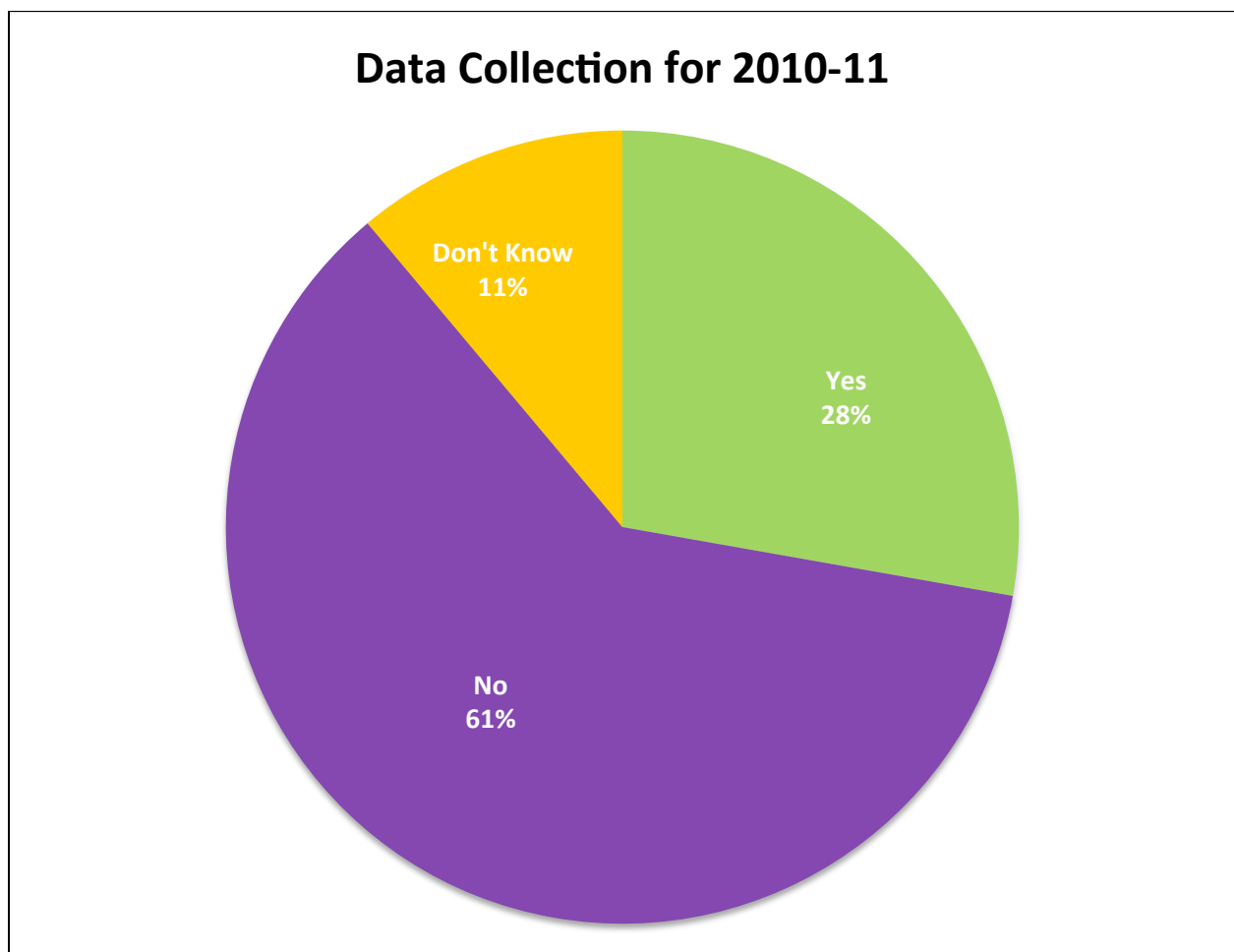


Figure V: Data Collection for 2012-2011, N=36 States

Source: AEP Arts Education State Policy Survey

Data Reporting

States report arts education data and information in a variety of formats (See *Figure VI*). Websites are the leading choice of State Education Agencies for publically reporting state level data. Information primarily available online may prove difficult for rural communities without accessible Internet connection. This possible inequity of accessible information will impact the policy process limiting the opportunity for public engagement. One may also argue that the variety of reporting formats reaches more audiences and types of audiences to balance power politics and engage key stakeholders during the policy process. But, when reporting through a variety of formats interpretation of data may vary and present misconceptions of the true state of arts education.

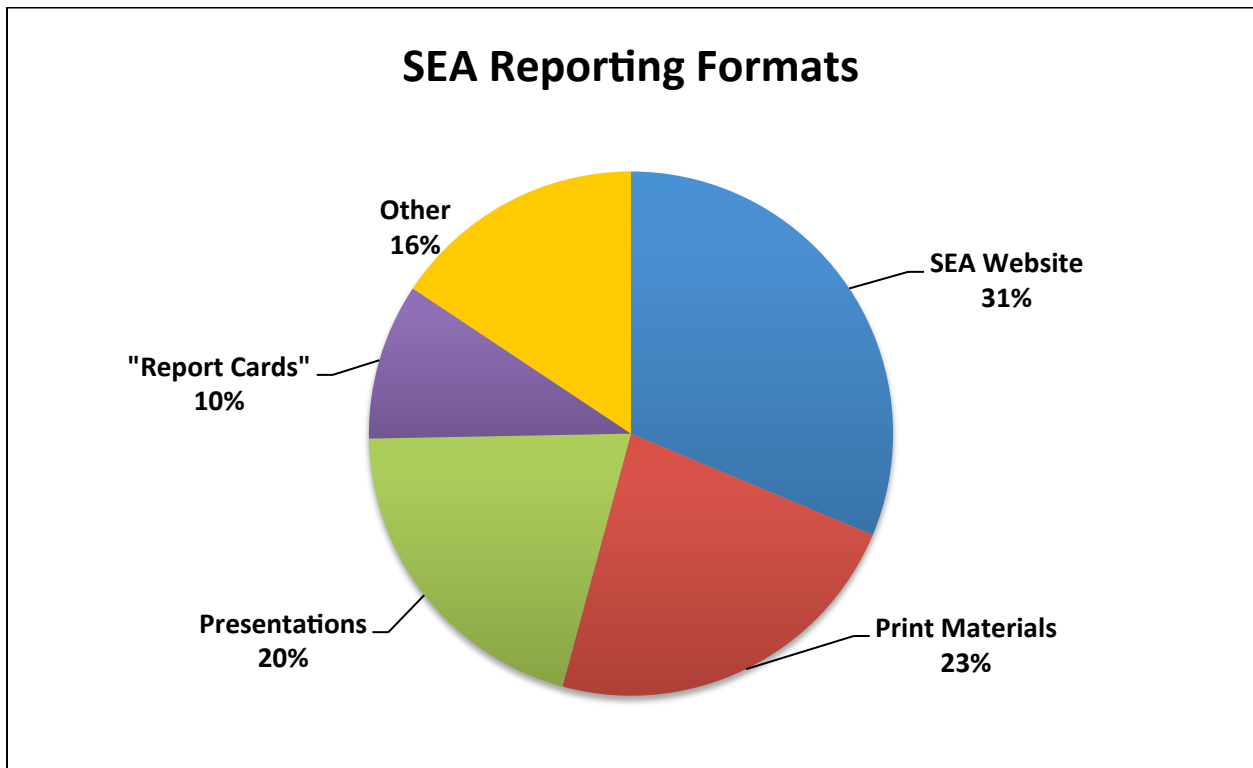


Figure VI: SEA Reporting Formats, N=35 States

Source: AEP Arts Education State Policy Survey

Detected Barriers to Policy

Implementation

The degree of implementation of policy varies from state to state based on various factors such as economic conditions, policy lock-in, and limited accountability. In some states, implementation varies across different areas of policy (e.g. standards, assessment, professional development), or between regions or schools—a condition considering inequity. The following sample responses reveal the diverse barriers to policy implementation

Economic Conditions: Limited Resources—

Limited Control

The impact of funding and the economy: While the state has recently adopted Grade Span Expectations, there is no funding or plans for any professional development. Many districts are maintaining level funding for arts education, but many are also cutting programs. Current implementation of arts education was slightly down in school year 2009—2010 because of the economic crisis and teacher furlough days.

Lack of certified arts teachers or teacher training: Certain areas...have difficulties in finding certified arts teachers and expect that trend to continue in the present fiscal climate. Unqualified Teachers raise attention for improving teacher quality considering the lack of state support to provide state adopted continued education and PD requirements.

Local control of school policies and funding: [The state's] local school districts implement fine arts education as provided by the Local Board of Education. Few school districts offer the required instruction in dance and theatre, and a majority only offers music and visual arts as electives at the high school level.

Policy Lock-In

Changes in legislation or failure to implement existing laws: State policies for arts education are very weak, and were made weaker by the amendment of the HS graduation requirement... that allows school districts to grant fine arts credits for extracurricular activities of their choosing. There is no monitoring or enforcement of policies not connected to accountability or school performance as perceived by administration. In general the environment for supporting quality arts programs appears to be eroding where the arts are needed most, in our underserved communities.

State and local level policy alternatives such as alternative graduation tracks weaken arts education under the federal law where NCLB states Arts as a core academic subject deserving of resources to support quality learning and teaching in the arts. Aside from alternatives, local policy limits the state's ability to meet statewide policy goals such as teacher tenure. Layers of code compete where policy goals conflict causing policy lock-in

The emphasis on testing in math or ELA: The emphasis on state tested subjects have an impact on the number of arts offerings both within the number of arts courses offered and whether one or more of the arts disciplines.

Limited Accountability

Lack of certified arts teachers or teacher training: We understand that certain areas have difficulties in finding certified arts teachers and expect that trend to continue in the present fiscal climate. Unqualified Teachers call for teacher quality considering the lack of state support to provide state adopted continued education and PD requirements. Lack of certified teachers may be due to the lack of statewide resources to provide training and PD. Stakeholders capable of

facilitating state policy requirements are accountable to meet state policy directives and may increase opportunity for teacher training and certification if engaged.

Major Findings

Incomplete arts education data and data limited in scope

does not paint a complete picture

of local accountability.

SEA data collection on core indicators is minimal and reduces opportunity for complete program evaluation. Proving school accountability is difficult for arts programs without comparable statewide data. Teachers are also less likely to make instructional improvements when self-reflective data is not available. Also, data on student achievement and teacher quality is time sensitive. Students, teachers, and school officials to self-reflect and to make timely improvements in student learning use assessment and evaluation data. Often enough, data takes months to process in addition to the limited data collected.

Art teachers also lack complete teacher evaluation data due to their specialization in artistic discipline. An administrator observing arts teachers may not have the specialized arts knowledge needed to fully assess teacher quality including elements of artistic quality. Arts teachers are often times lumped into professional development training programs designed for the common core-subject classroom and are required to seek artistic professional development on their own. Discipline-specific arts teachers are limited when proving their credibility due to a systemic error in the method of teacher evaluation. To acknowledge these limitations, multiple measures and varied weights will paint a complete (and truer) picture of teacher quality.

Data collection on learning in and through the arts is at a disadvantage in most states because there is no standardized statewide assessment measure for student learning. Data on assessment measures and its aligned standards for student learning is minimal across the U.S. Additionally, arts assessment tools and measures that are organically created by local districts are difficult to share with other schools to compare student achievement and learn best assessment practices. Finally, the emphasis on state tested subjects have an impact on the number of arts offerings both within the number of arts courses offered and whether one or more of the arts disciplines.

The incomplete picture of student learning is painted by weak tools and limited measures of student assessment. This incomplete picture is viewed through a narrow straw of minimal data, a true unclear perception of student learning.

*Incomparable data on student achievement and
teacher quality yields results difficult for
reporting state level accountability.*

Reporting student learning and school accountability are vital when strengthening out nation's education system and closing the achievement gap. As federal policy increases the pressures for local accountability, accessible and comparable data is needed to prove student achievement and meet policy requirements.

SEA's need statewide data systems to collect comparable measures of student learning. Sharable electronic data systems are capable of capturing large data sets and allow for a deeper and richer analysis of data on student achievement and teacher quality. By connecting the classroom to Washington, all levels of government can synthesize data to meet policy

requirements. Instant data reporting will improve the timeline for school turnaround and provide instant feedback on student progress.

State and federal policy has the ability to regulate assessment tools and measures so that every school can compare best practices with one another. A state will benefit in tracking what higher-level academic institutions is producing quality teachers and those teachers who have successful students. Additionally, one could detect quality instructional methods that enhance student achievement when data is correlated with qualities of students.

Comparable measures help communicate student achievement. Increased teacher-parent and teacher-administration communication are possible results of implementing policy requiring standardized measures in the arts. An investment in strengthening student assessment will also strengthen measures to prove school level accountability. Drop out rates of transferring students will reduce because all schools will accept and understand the needs of migrant students.

CHAPTER 3

SUMMARY AND CONCLUSION

Summary of Findings

Policy Adoption by State

- Content and language used in statute and code varies. Due to the varying robustness of policy to support learning and teaching in the arts, inequities and less-quality learning and teaching exists.
- State experts question the inclusion of arts in terms of its statewide policy adoption due to a policy focus on local accountability requirements.
- Extreme polarity exists among states regarding state level policy adoption for arts education.
- States with the most policy categories adopted (11) have opportunity to adopt up to two additional policy category.
- States with “local-level control” are restricted in adoption of state-level policy.

Policy Implementation

- Although varying opinions exist, a higher number of state education agency personnel rate that compliance to adopted policy level is neither very high nor very low.

Effects of Statute or Code Change

- Although varying opinions exist, a higher number of state agency personnel respond that changes or modification in state statute or code will have a very low affect on arts education.

Data Collection

- Abundant opportunity exists for statewide arts education data collection from district and local levels.
- Technology and facilities and assessment measures fall behind when data is collected from district and local levels.
- 72% surveyed do not know or are not planning to collect arts education data on district and local levels during 2010-2011.

Data Reporting

- States report arts education data and information in a variety of formats and websites are the leading choice.

Conclusion

This study aligned with previous studies noted in *Part I. Review of Literature* covers a vast range of topics vital to the education system in the U.S. Although this research is not comprehensive, it provides a closer look at the current state of arts education through the reporting of knowledge from state education agencies and experts in the field of arts education.

In this study, descriptions of state policy (organized by policy area) navigate the vast landscapes of implementation methods and reporting measures. A variety of state policy adoption across the U.S. indicates state-level barriers for adoption.

Clarity is vital for advocates, policy makers, policy researchers, and policy analysts when interpreting public policy. This study attempts to provide clarity through the knowledge of SEADAE members and experts in arts education. Additionally, researchers may draw upon this study as a source or to highlight findings within the context of state-level policy.

This study raises the importance of how public policy supports student learning. Policy language used in state (as well as local and national) law is vital to the interpretation and implementation of policy. Ranges in statute and code vary from multifaceted mandates to areas of interest. Further synthesis may detect a general correlation between Part I qualitative findings and Part II quantitative findings relating to policy language to policy implementation.

Questions for Future Research

- To what extent does early learning standards and a state's policy commitment to universal access to prekindergarten education exist?
- What causes the variety in adoption between early learning and elementary standards?
- How can states provide opportunity for all artistic disciplines (Art, Dance, Music, and Theatre)? Additionally, can media arts be included with these four primary disciplines?
- How do emerging trends in policy adoption align with state initiatives and education reform involving Common Core Standards, STEAM, 21st Century Skills, etc.?
- How have states effectively reduced barriers for state policy adoption?

Recommendations for Survey Improvement

Incomplete survey participation from SEADAE members is due to SEADAE job vacancies and unknown causes. Strengthened communication with SEADAE leaders will ensure new contacts are easily identified and contact information is updated throughout research period. Extended timeframes for survey completion may result in discrepancies where policy continuously evolves. Shorter timeframes for SEADAE to respond will eliminate timeline complications. Additional incentives are needed to yield timely participation and engagement.

Survey data based on knowledge of experts decreases the validity of reporting state policy adoption. Researchers should not rely on survey respondents to provide knowledge on state policy adoption. Researchers should collect data from its primary source when available to mitigate all selection bias, limitations, and complications (e.g. state education personnel may be limited in knowledge on topics such as college admission and early learning due to the SEAs K-12 agenda). Qualitative survey responses on adoption provide context and examples that are crucial to describing policy areas. Researchers should focus and require qualitative responses to strengthen this study.

Products of Study

The *State of the States* table displaying adopted policies that support learning and teaching in the arts, across all 50 states and the District of Columbia, provides clarity for advocates, policy makers, and policy researchers and analysts. Additionally, future researchers may draw upon this study as a source or to highlight findings within the context of state-level policy.

A brief summary of qualitative data accompanying a tabular document detecting state policy adoption further defines the surveyed policies and highlights the current state of arts education policy. This document titled “*State of the States*” will be directly available to over 100 partners of Arts Education Partnership and available for public download hosted by the AEP website.

Opportunities for communicating this study will occur through professional dialogue with partners of AEP, State Education Agency Directors of Arts Education (SEADAE), State Arts Agency Arts Education Managers, and related personnel in state arts agencies and state

education agencies. Public audiences will have direct access to products of research via AEP's online *State Policy Database*. Planned presentations include: *AEP Spring National Forum: Are We There Yet? Arts Evidence and the Road to Student Success* and a professional development webinar session with SEADAE members. Additional opportunities to disseminate knowledge may occur through professional associations and federal agencies.

APPENDIX A

AEP ARTS EDUCATION STATE POLICY SURVEY

Part I Survey Questions (Quantitative Coding: Yes/No/Don't Know)

1. Arts Education Instructional Requirement- Elementary School

Does your state have a requirement, either in statute or administrative code, for arts instruction in one or more arts discipline (e.g. “must be taught,” “shall be offered,” etc.) at the elementary level?

If yes, please describe (e.g. legal citation, grade levels, content areas or requirements for each) and/or include additional comments here.

2. Arts Education Instructional Requirement- Middle School

Does your state have a requirement, either in statute or administrative code, for arts instruction in one or more arts discipline (e.g. “must be taught,” “shall be offered,” etc.) at the middle school level?

If yes, please describe (e.g. state or national standards adopted, arts disciplines, voluntary or mandatory) and/or include additional comments here.

3. Arts Requirements for High School Graduation

Are course credits in the arts a stated requirement for high school graduation in your state?

If yes, please describe (e.g. number of credits or Carnegie units required, whether arts course credits are calculated in high school GPA) and/or include additional comments here.

4. *Arts Alternatives for High School Graduation*

Are course credits in the arts identified as a stated alternative (among other options) required for high school graduation in your state?

If yes, please describe (e.g. other courses that are stated options if arts is one alternative, number of credits or Carnegie units required) and/or include additional comments here.

5. *Arts Requirements for College Admission*

To the best of your knowledge, are course credits in the arts required for admission to any public colleges or universities in your state?

If yes, please describe (e.g. which institutions or systems of higher education, coursework or credit requirements) and/or include additional comments here.

6. *Early Learning or Pre-K Arts Education State Standards*

Has your state adopted early learning or pre-kindergarten content or performance standards for any or all disciplines of arts education?

If yes, please describe (e.g. state or national standards adopted, year adopted or revised, arts disciplines, voluntary or mandatory) and/or include additional comments here.

7. *Elementary and/or Secondary Arts Education Standards*

Has your state adopted elementary and/or secondary content or performance standards for any or all disciplines of arts education?

If yes, please describe (e.g. state or national standards adopted, year adopted or revised, arts disciplines, voluntary or mandatory) and/or include additional comments here.

8. *Elementary and/or Secondary Arts Education Standards*

Has your state adopted elementary and/or secondary content or performance standards in any or all of the following arts disciplines? (Please select all that apply).

- a. Literary Arts
- b. Design Arts
- c. Media Arts
- d. Interdisciplinary/Humanities
- e. Other (please specify)

9. *Arts Education Assessment Requirements*

Does your state have a stated requirement for state-, district- or school-level assessment of student learning in the arts?

If yes, please describe (e.g. state, district, or school, grade levels, arts disciplines, content areas) and/or include additional comments here.

10. *Licensure Requirements for Elementary Non-Arts Teachers*

Does your state have any arts coursework requirements for initial licensure or certification of elementary school classroom (non-arts) teachers?

If yes, please describe (e.g. number of credit hours, coursework requirements, content areas) and/or include additional comments here.

11. Licensure Requirements for Arts Teachers

Does your state have endorsement, licensure or certification requirements for arts teachers or specialists in any of the arts disciplines?

If yes, please describe (e.g. which arts disciplines, coursework or course credit requirements) and/or include additional comments here.

12. Alternative Certification for Arts Teachers

Does your state have a formal policy for the alternative certification of arts teachers or specialists in any of the arts disciplines?

If yes, please describe (e.g. which arts disciplines, coursework or course credit requirements) and/or include additional comments here.

13. Continuing Education Requirements for Arts Teachers

Are requirements beyond those identified for initial certification specified for the continuing education or recertification of arts teachers in your state?

If yes, please describe, including the role of the state department of education in sponsoring or providing professional development to arts teachers, and/or include additional comments here.

Part II Survey Questions

1. Based on a scale of 1 to 5, where 1 is very low and 5 is very high, how would you describe current levels of implementation of state level policies for arts education?
 - a. Implementation of arts education state policies (1-5)
 - b. Briefly explain factors that affect the level of implementation in your state, either positively or negatively.

2. Based on a scale of 1 to 5, where 1 is very low and 5 is very high, what is the likelihood that arts education will be directly affected by changes or modifications in state statute or code during 2010-11?
 - a. Likelihood of change or modification in arts education state statutes or code during 2010-11 (1-5)
 - b. If the likelihood is high (4) or very high (5), please provide a brief explanation.

3. We are interested in knowing more about the extent to which states collect, use and report data related to arts education. Please indicate whether your state has collected any of the following information from schools or districts in the state and, if yes, the most recent year in which it was gathered and the level and extent of data collection.
 - a. If yes, please select date
 - b. *(Reporting Level Extent is determined by the following guided questions)*
 1. Time/Frequency provided for arts instruction within school schedules?
 2. Number and range of arts course offerings?
 3. Percent of students participating in arts courses?

4. Number of teachers licensed, certified or highly qualified to teach in the arts?
 5. Percent of teachers licensed, certified or highly qualified in the arts discipline in which they are teaching?
 6. Availability of professional development workshops and teacher planning time?
 7. Presence of designated arts classrooms and use of technology in arts learning?
 8. Evidence of alignment of arts instruction with state standards?
 9. Presence and use of a written arts curricula?
 10. Evidence of a district or school level assessment for measuring student arts performance?
-
4. Are you aware of any data collection surveys planned in your state for the 2010-11 school year that will include topics pertaining to arts education?
 - a. Yes / No / Don't Know
 - b. If yes, briefly describe the goals and expectations for each and/or include additional comments here.
 5. What formats are used currently by the state department of education to publicly report state level information related to arts education? (Check all that apply.)
 - a. State Department of Education Website
 - b. Printed reports, newsletters, press releases
 - c. Presentations, speeches, news conferences, briefings
 - d. State "Report Cards"
 - e. Other (please describe)

APPENDIX B

STATE OF THE STATES SUMMARY PAGE 1



STATE OF THE STATES 2012

Arts Education State Policy Summary

	Arts as a Core Academic Subject		Elementary and/or Secondary Arts Education Standards		Arts Education Instructional Requirement – Middle School		Arts Alternatives for High School Graduation		Arts Education Assessment Requirements		Licensure Requirements for Arts Teachers		Continuing Education Requirements for Arts Teachers		TOTAL
	Early Learning or Pre-K Arts Education Standards		Instructional Requirement – Elementary School		Arts Requirements for High School Graduation		Arts Requirements for College Admissions		Licensure Requirements for Non-Arts Generalist Teachers		Alternative Certification for Arts Teachers				
Alabama															7
Alaska															2
Arizona															11
Arkansas															9
California															11
Colorado															8
Connecticut															11
DC															7
Delaware															8
Florida															7
Georgia															4
Hawaii															5
Idaho															6
Illinois															9
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New Jersey															11
New Mexico															6
New York															9
North Carolina															10
North Dakota															7
Ohio															11
Oklahoma															9
Oregon															7
Pennsylvania															11
Rhode Island															8
South Carolina															9
South Dakota															6
Tennessee															11
Texas															10
Utah															8
Vermont															10
Virginia															10
Washington															11
West Virginia															9
Wisconsin															8
Wyoming															9
TOTAL	32	23	49	45	41	27	18	14	18	37	51	41	41		

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APPENDIX C

STATE OF THE STATES SUMMARY PAGE 2



STATE OF THE STATES 2012

Arts Education State Policy Summary

The *State of the States 2012* summarizes state policies for arts education identified in statute or code for all 50 states and the District of Columbia. Information is based primarily on results from the AEP Arts Education State Policy Survey conducted in 2010-11, and updated in April 2012. Complete results from the survey are available in an online searchable database at www.aep-arts.org. AEP extends special thanks to the State Education Agency Directors of Arts Education for their assistance with all aspects of the AEP State Policy Survey.

Arts as a Core Academic Subject	<i>State defines the arts in statute or code as a core or academic subject.</i>
Early Learning or Pre-K Arts Education Standards	<i>State adopted early learning or pre-kindergarten content or performance standards for any or all disciplines of arts education.</i>
Elementary and/or Secondary Arts Education Standards	<i>State adopted elementary and/or secondary content or performance standards for any or all disciplines of arts education.</i>
Arts Education Instructional Requirement—Elementary School	<i>State requires districts or schools to provide or offer arts instruction in one or more arts disciplines at the elementary school level.</i>
Arts Education Instructional Requirement—Middle School	<i>State requires districts or schools to provide or offer arts instruction in one or more arts disciplines at the middle school level.</i>
Arts Requirements for High School Graduation	<i>State requires course credits in the arts for high school graduation.</i>
Arts Alternatives for High School Graduation	<i>State does not require course credits in the arts for high school graduation but may include arts courses (among other options) as an alternative requirement.</i>
Arts Requirements for College Admissions	<i>State requires course credits in the arts for admission to any of its public colleges or universities.</i>
Arts Education Assessment Requirements	<i>State requires state-, district- or school-level assessment of student learning in the arts.</i>
Licensure Requirements for Non-Arts Generalist Teachers	<i>State specifies arts requirements for initial licensure or certification of generalist classroom (non-arts) teachers.</i>
Licensure Requirements for Arts Teachers	<i>State specifies requirements for endorsement, licensure, or certification of arts teachers or arts specialists in one or more arts disciplines.</i>
Alternative Certification for Arts Teachers	<i>State specifies an alternative route to endorsement, certification, or licensure of arts teachers or arts specialists in one or more arts disciplines, in which prospective teachers do not necessarily have to attend a college, campus-based program.</i>
Continuing Education Requirements for Arts Teachers	<i>State requires continuing education or recertification of arts teachers beyond what is required for initial certification.</i>

Sources: State Departments of Education; State Education Agency Directors of Arts Education (SEADAE); National Assembly of State Arts Agencies (NASAA); Academic Employment Network; College Board; Education Commission of the States, Artscan Database; Georgia Professional Standards Commission; National Center for Alternative Education.

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