

Standards Revision Updates

Dr. Michael Maher, Deputy Superintendent of Standards, Accountability, & Research

Dr. Kristi Day, Director, Academic Standards

Dr. Ellen Essick, Section Chief for Healthy Schools

Dr. Lori Major Carlin, Section Chief for the Arts & Social Studies

Dr. Stacy Daniel, Section Chief for ELA & Languages



State Board Policy SCOS-012

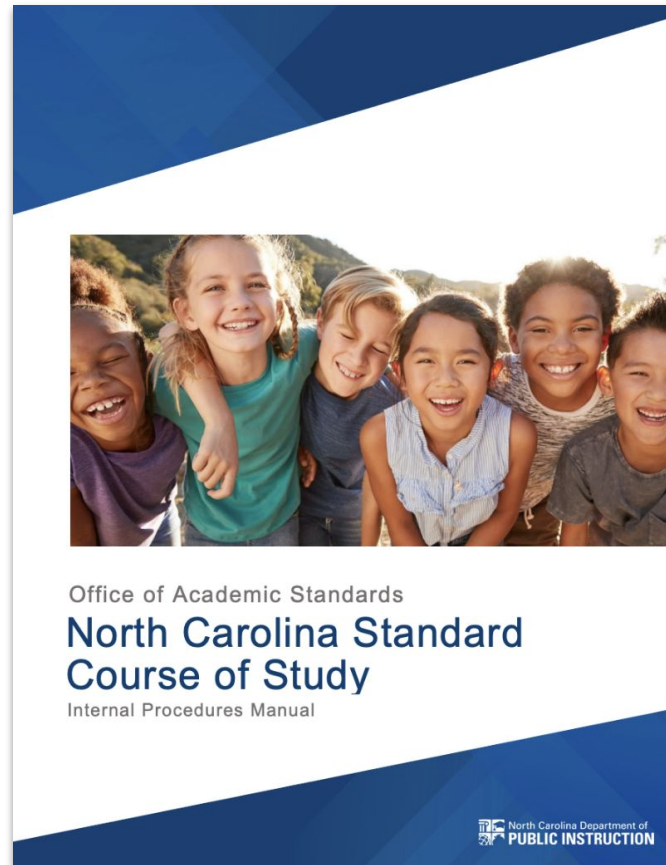
State Board Policy SCOS-012

- NCDPI facilitates the review of each set of content standards every five-to-seven years to ensure clear, relevant standards and objectives.
- NCDPI uses a uniform and formalized system built on four guiding principles:
 - Feedback-based
 - Research-informed
 - Improvement-oriented
 - Process-driven



Internal Procedures Manual

Pages 10-17



K-12 Healthful Living Updates & Next Steps

Completed Actions:

- ✓ Surveys closed September 18, 2023
- ✓ Data sent to OLR

Next Steps:

- Data being organized
- Data Review Committee (DRC) will meet and complete a report based on the data
- Standards Writing Team (SWT) will meet and complete Draft 2
- Draft 2 will be released for feedback

K-12 Guidance Updates & Next Steps

Completed Actions:

- ✓ Survey regarding the American School Counselor Association (ASCA) Student Mindsets and Behaviors closed on Sept. 10
- ✓ Data sent to OLR

Next Steps:

- Data being organized and analyzed
- DRC will review data and create report

K-12 World Language Updates & Next Steps

Completed Actions:

- ✓ Draft 1 survey was released on Sept. 15

Next Steps:

- Draft 1 surveys will close on Oct. 16
- Data will be send to OLR for organization
- DRC will meet and complete a report based on the data
- SWT will meet and complete Draft 2
- Draft 2 will be released for feedback

K-12 Arts Updates & Next Steps

Completed Actions:

- ✓ Draft 1 complete
- ✓ Draft 1 surveys sent Oct. 2

Next Steps:

- Draft 1 surveys close Nov. 5
- Data will be sent to OLR
- DRC will meet and complete a report based on the data
- SWT will meet and complete Draft 2
- Draft 2 will be released for feedback

K-12 Arts DRC Report

Based on:

- Research
- Data from focus groups conducted with K-12 educators from each State Board Region
- Data from interviews with community members, representatives from institutes of higher education, and members of professional organizations
- PSU and stakeholder survey responses

2 main sections:

- Qualitative and quantitative analysis of the data
- Data Review Committee (DRC) conclusions based on the data analysis and recommendations for possible revisions to the K-12 Arts standards

The DRC report was provided to the SWT as the basis to begin the revision process.

Arts Data Collection

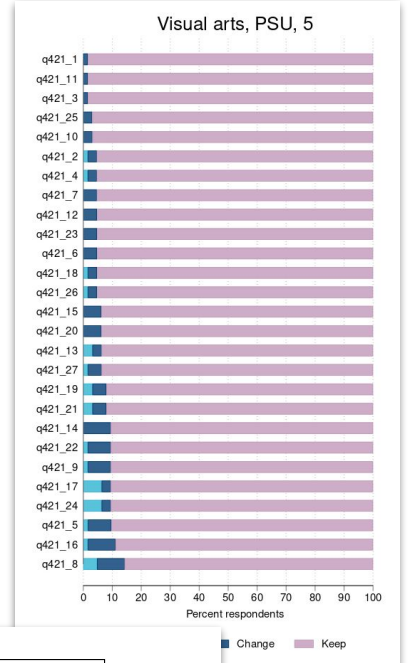
75%
LEA Responses

1,621
All-Stakeholder Responses

55
Focus Group Participants & Interviewees

Check the box with which you agree for each (grade level) standard listed. If you choose the modify or expand column, please share your ideas in the comment box.

	Level of Agreement			Comments
	Keep With No Changes	Remove Objective	Modify or Expand	
K.V.1 Use the language of visual arts to communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
K.V.1.1 Identify various art materials and tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
K.V.1.2 Create original art that expresses ideas about oneself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
K.V.1.3 Recognize various symbols and themes in daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>



Question: Are the standards timeless, universal, and transferable?

Comments

- They are very, very broad
- There is a wish for a set of technical theatre standards in addition to the current one (keeping tech theatre as part of the "theatre" standards, but then also having a separate set of theatre standards).
- Co you
- Lo kn

Agenda: 1-hour session

Topic	Key Points	Time Allotted
Welcome and Purpose	<ul style="list-style-type: none"> • Provide overview of the review process • Provide purpose for today's interview • Introductions 	5 mins
Process	<ul style="list-style-type: none"> • Explain how the data will be collected and recorded • Emphasize this is voluntary and data will be reported as anonymous 	5 mins

Question: Do the standards...

Comments

- Dis Th
- Ba

Note Taking Form:

Question: Do the stand...

Comments

- *Evan s

DRC Report Analysis Examples

Main Research Question: What are the salient themes that emerged as a part of the curriculum/ alignment process for Arts Education standards?

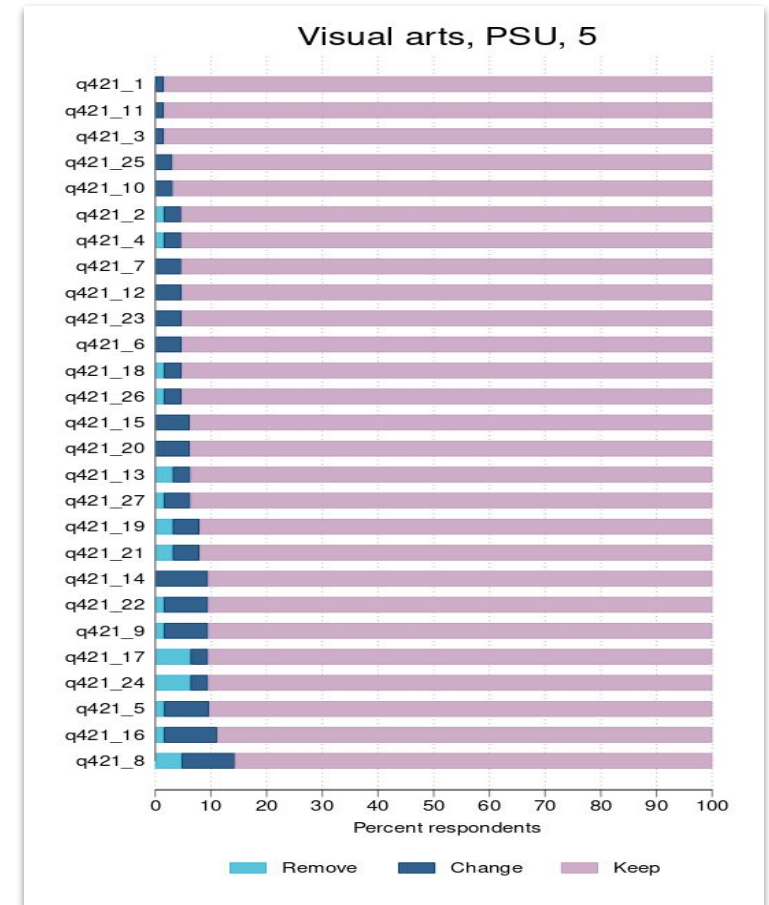
Subjectivity Statement: [MANUEL \(LINKED HERE\)](#)

Focus Groups Feedback:

A total of 4 documents were received and analyzed. During the initial round of coding, 169 quotations were identified. The coding of these documents was done in 2 phases: 1st phase of coding: Content Coding: More descriptive to identify emergent patterns and themes. Summaries were grouped into a smaller number of sets, themes, and categories. 2nd phase of coding: Pattern Coding: More exploratory to identify emergent patterns and themes. Summaries were grouped into a smaller number of sets, themes, and categories. Memos and notes were also used during the analysis to add to the reliability, and objectivity of the findings. A frequency count was tallied across documents. Themes were identified. An **ATLAS.ti Code book** has been provided in the spreadsheet to assist with defining codes. Also, an additional codebook was developed for each coding session.

Interview Feedback:

A total of 10 documents were received and analyzed (4- Music Education [1 no show/non-response], 3-Theatre, 2-Visual Arts, 1- Dance). During the initial round of coding, 169 quotations were identified. The coding of these documents was done in 2 phases: 1st phase of coding: Content Coding: More descriptive to identify emergent patterns and themes. Summaries were grouped into a smaller number of sets, themes, and categories. 2nd phase of coding: Pattern Coding: More exploratory to identify emergent patterns and themes. Summaries were grouped into a smaller number of sets, themes, and categories. Memos and notes were also used during the analysis to add to the reliability, and objectivity of the findings. A frequency count was tallied across documents. Themes were identified. An **ATLAS.ti Code book** has been provided in the spreadsheet to assist with defining codes. Also, an additional codebook was developed for each coding session.



DRC Conclusions

The DRC used the data provided to develop overall conclusions for each content area, proficiency level, and standard.

Sample from Dance DRC Report

Beginning
<p>The DRC Committee recommends “remove” 0, “change” 14 ,“keep” 6.</p> <p>The majority of “change” recommendations are verbiage processes for the word “understand” in the removal of revised Bloom’s taxonomy action words. Changes are recommended to encourage a more 21st century culturally inclusive and student-centered language, promoting academic development of more diverse dance styles, and the integration of a technology lens that is present in the dance standards of all three neighboring states.</p>
<p>REMOVE: None</p>
<p>CHANGE EXAMPLE: B.R.1.2 Recognize the use of dance elements and choreographic forms and structures in a variety of <u>significant, modern dance works</u> from the <u>20th century</u> to the present.</p>
<p>KEEP: Vertically align language throughout 9-12 standards.</p>

DRC Recommendations

A	B	C
Objective	Conclusion	Support (Data Sources, Trends, Research)
K.V.1.1 Identify various art materials and tools.	Keep	met 90% threshold on SS and PSU
K.V.1.2 Create original art that expresses ideas about oneself.	Keep	met 90% threshold on SS and PSU
K.V.1.3 Recognize various symbols and themes in daily life.	Change	Needs more clarity, Be more specific,...and identify cultural influences if possible.
K.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture.	Keep	met 90% threshold on SS and PSU
K.V.1.5 Recognize characteristics of the Principles of Design, including repetition and contrast.	Change	SS: too advanced for K? use "pattern" instead of "repetition?"
K.V.2.1 Recognize that artists may view or interpret art differently.	Change	change verb? "understand?", add "within the environment in which it's made" (SS surv)
K.V.2.2 Use sensory exploration of the environment as a source of imagery.	Change	",,,to create art" (SS)
K.V.2.3 Create original art that does not rely on copying or tracing.	Keep	met 90% threshold on SS and PSU
K.V.3.1 Use a variety of tools safely and appropriately to create art.	Change	add "such as... ", combinen with K.V.3.2? change to "appropriate to specific media?", S
K.V.3.2 Use a variety of media to create art.	Change	combine with K.V.3.1? SS
K.V.3.3 Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art.	Change	take out weaving? take out ceramics (no kiln)? or qualify with "such as " add "digital r

Arts Education Data Review Committee Findings & Recommendations

All Arts Content Areas

- Additional support documents
- Inclusive language
- Less Eurocentric focus

Music

- Music Technology
- Ensemble Skills
- Additional music theory
- Correlation to national standards

Dance

- Technology and Media
- Vertical alignment of terminology
- Earlier introduction of concepts

Theatre Arts

- Technical Theatre
- Media Technology
- Rigor
- Vertical alignment

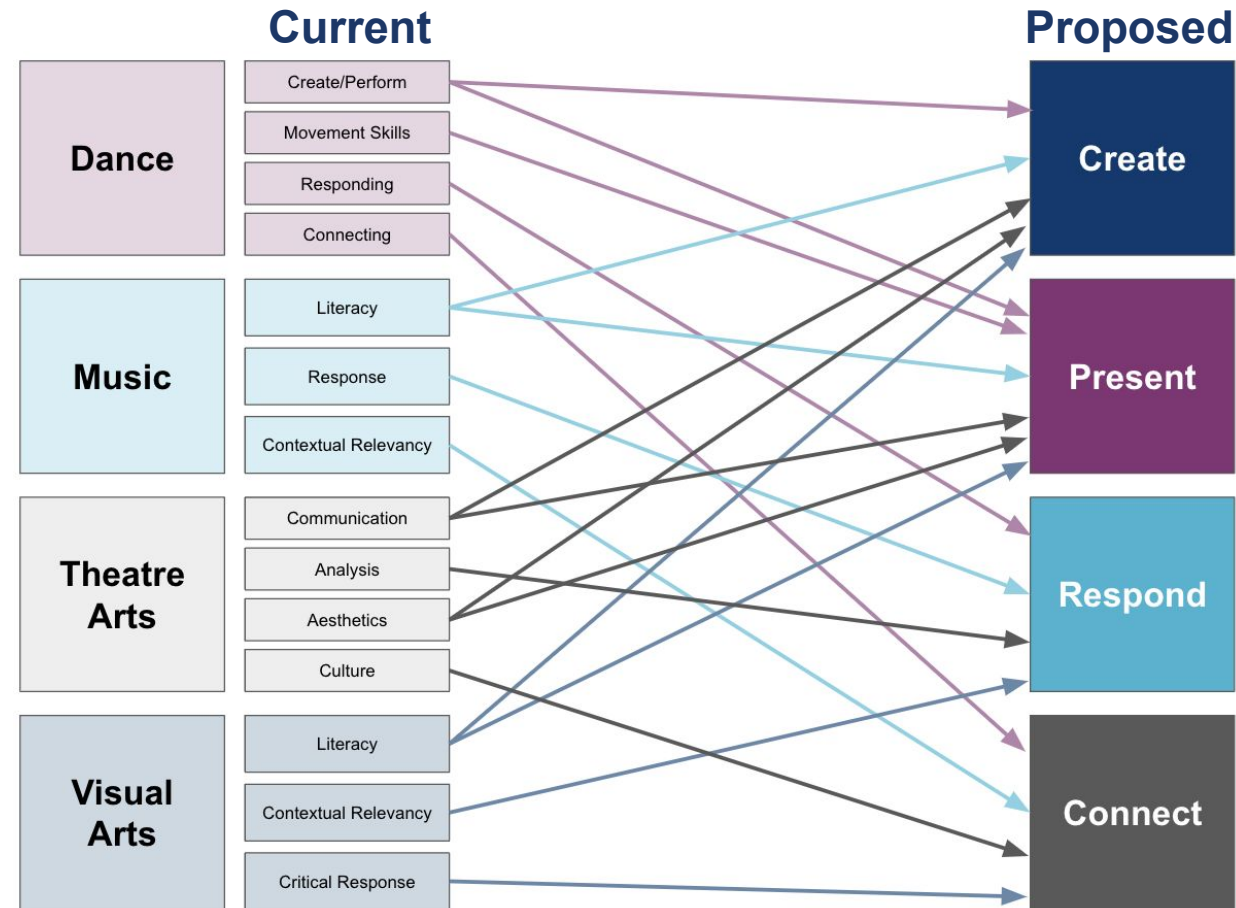
Visual Arts

- Vertical alignment
- Rigor
- Funding considerations
- Technology

K-12 Arts Education Standards Writing Team

Standards Writing Team:

- Began working in late July
- Used the conclusions and recommendations from the DRC Report to edit/revise the 2010 K-12 Arts Education Standards
- Worked in teams by:
 - Content Area (Dance, Theatre, Visual Arts, & Vocal and Instrumental Music)
 - Proficiency Levels
- Engaged in vertical conversations and developed new structure for standards and strands



Draft 1 of the Proposed K-12 Arts Education Standards

CN.2 - Understand and apply ethical and legal considerations for intellectual property

K	1	2	3	4	5
<p>Identify procedures for safe use of technology when accessing, using, and sharing music in the 21st century.</p> <p>Identify the obligations of using music (and other intellectual property) in the 21st century.</p>	<p>Explain procedures for safe use of technology when accessing, using, and sharing music in the 21st century.</p> <p>Explain the obligations of using music (and other intellectual property) in the 21st century.</p>	<p>Apply procedures for safe use of technology when accessing, using, and sharing music in the 21st century.</p> <p>Apply the obligations of using music (and other intellectual property) in the 21st century.</p>	<p>Identify procedures for safe and legal use of technology when accessing, using, and sharing music in the 21st century.</p> <p>Identify the obligations of using and sharing music (and other intellectual property) in the 21st century.</p>	<p>Explain procedures for safe and legal use of technology when accessing, using, and sharing music in the 21st century.</p> <p>Explain the obligations of using and sharing music (and other intellectual property) in the 21st century.</p>	<p>Apply procedures for safe and legal use of technology when accessing, using, and sharing music in the 21st century.</p> <p>Apply the obligations of using and sharing music (and other intellectual property) in the 21st century.</p>
<p>Identify procedures for safe use of technology when accessing, using, and sharing dance and media in the 21st century.</p>	<p>Explain procedures for safe use of technology when accessing, using, and sharing dance and media in the 21st century.</p>	<p>Apply procedures for safe use of technology when accessing, using, and sharing dance and media in the 21st century.</p>	<p>Identify procedures for safe and legal use of technology when accessing, using, and sharing dance and media in the 21st century.</p>	<p>Explain procedures for safe and legal use of technology when accessing, using, and sharing dance and media in the 21st century.</p>	<p>Apply procedures for safe and legal use of technology when accessing, using, and sharing dance and media in the 21st century.</p>

DRAFT 1 - DANCE

Draft 1 of the Proposed K-12 Arts Education Standards

CN.2 - Understand and apply ethical and legal considerations for intellectual property

K	1	2	3	4	5
2.1 Identify procedures for safe use of technology when accessing, using, and sharing music in the 21st century.	2.1 Explain procedures for safe use of technology when accessing, using, and sharing music in the 21st century.	2.1 Apply procedures for safe use of technology when accessing, using, and sharing music in the 21st century.	2.1 Identify procedures for safe and legal use of technology when accessing, using, and sharing music in the 21st century.	2.1 Explain procedures for safe and legal use of technology when accessing, using, and sharing music in the 21st century.	2.1 Apply procedures for safe and legal use of technology when accessing, using, and sharing music in the 21st century.
2.2 Identify the obligations of using music (and other intellectual property) in the 21st century.	2.2 Explain the obligations of using music (and other intellectual property) in the 21st century.	2.2 Apply the obligations of using music (and other intellectual property) in the 21st century.	2.2 Identify the obligations of using and sharing music (and other intellectual property) in the 21st century.	2.2 Explain the obligations of using and sharing music (and other intellectual property) in the 21st century.	2.2 Apply the obligations of using and sharing music (and other intellectual property) in the 21st century.

6	7	8
2.1 Define acceptable use of copyright laws relating to the ethical and legal issues surrounding the access and use of music in the 21st century.	2.1 Identify the ethical and legal issues surrounding the access and use of music in the 21st century.	2.1 Explain the ethical and legal issues surrounding the access and use of music in the 21st century.
2.2 Recognize intellectual property ownership as they pertain to a student's original work.	2.2 Interpret copyright law as it applies to a student's original work.	2.2 Compare and contrast rights, protections, and permission as it applies to a student's original work.

DRAFT 1 - MUSIC

Draft 1 of the Proposed K-12 Arts Education Standards

CR.2 - Innovate in the field of my art

K	1	2	3	4	5	6	7	8
2.1 Recognize ways that technology is used in theatre.	2.1 Identify and describe how technology is used in theatre.	2.1 Explore technology used in theatre.	2.1 Investigate and explain how technology is used in performance and production.	2.1 Explore innovative ways to use technology in theatre performance.	2.1 Use available technology to develop theatrical works.	2.1 Identify the role of technology in theatre arts.	2.1 Compare and contrast the effect and use of theatre in media, literary texts, and performances.	2.1 Create theatrical works in which technology and media can be applied.
Beginning		Intermediate			Accomplished		Advanced	
2.1 Identify use of media and its influence on performances.		2.1 Create scenarios with the intention of applying a media or technological element.			2.1 Use the tools available to create a digital/recorded performance that includes special sound or visual effects added in the editing process.		2.1 Implement the use of media and or technology to support theatrical marketing.	
2.1 Research elements of digital media or scenic control and innovation enhance and/or influence performance.					2.1 Incorporate the use of digital media or scenic control and innovation in designs for theatrical works.			

DRAFT 1 - THEATRE

Draft 1 of the Proposed K-12 Arts Education Standards

1.3 Follow safe procedures for specific media while using materials, tools, and equipment.	1.3 Follow safe procedures for specific media while using materials, tools, and equipment.	1.3 Maintain safe procedures for using and cleaning a variety of art tools, equipment, studio spaces, and art processes.	1.3 Maintain safe procedures for using materials, tools, and equipment for a variety of artistic processes.	1.3 Demonstrate care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	1.3 Demonstrate care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	ceramics, and digital media. 1.3 Manipulate, care for, and properly clean materials, tools, and equipment for a variety of artistic processes such as drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media.	digital media. 1.3 Demonstrate studio care in the management and control of art materials, tools, and equipment in artistic processes such as drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media.	1.3 Synthesize prior knowledge and experience to develop a personal investigation by creating a series of works of art.
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DRAFT 1 - VISUAL ARTS

Questions?

