



*The **ARTS** Standards Roadmap and Implementation Timeline*



From the **Preamble** to the [NYS Statewide Strategic Plan for the Arts](#):

The Statewide Strategic Plan for the Arts serves as a planning and implementation guide to support the advancement and adoption of the New York State P-12 Dance, Music, Theater, Visual and Media Arts Learning Standards. The adoption of these standards signifies New York State’s understanding that the Arts are essential for a well-rounded, complete education and also contribute to raising overall student achievement. The intrinsic nature of the arts leads to and promotes a civilized, sustainable society. Artistically literate graduates are career and college ready, capable of understanding and addressing the needs of society, and participating in a global economy.

Through creating, performing, responding, and connecting in the arts, students generate experiences; construct knowledge; and build a more integrated understanding of self and community. They express ideas, feelings, and beliefs about the past and present; discover new ideas; and begin to envision possible futures. Through careful study of their own and others’ arts, students explore and make sense of the broad human condition across time and cultures.

Arts literacy also fosters connections between the arts and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning across a variety of content areas. Indeed, an arts-literate individual recognizes the value of the arts as a place of free expression; and the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of their communities (both local and global, in person and virtually); and works to introduce the arts into those settings.

The strategic plan [includes]... four critical components – (1) Standards, (2) Professional learning (in curriculum, instruction, and assessment), (3) Materials and Resource Support, and (4) Administrative and Community Support... Achieving the goal of each critical component is interdependent upon achieving the goals of the other critical components. All work together to create an effective, dynamic system.

The mission of the Strategic Plan for the Arts can be realized only if all arts educators and other stakeholders are involved in supporting its implementation. Strengthening and enhancing the statewide arts education learning community involves all community partners including, but not limited to, students, parents, teachers, counselors, librarians, other supporting educators/mentors, auxiliary educators, administrators, college professors, teaching artists, museum educators, members of professional associations and councils, cultural institutions and/or societies; business and industry professionals; and government officials whose purview is arts education. Each community member is invited and expected to participate in supporting the mission.

NYSED. (2017, April). *The New York State Statewide Strategic Plan for the Arts*. p. 2. Retrieved from <https://www.regents.nysed.gov/common/regents/files/FB%20Monday%20AM%20-%20NYS%20Statewide%20Strategic%20Plan%20for%20the%20Arts.pdf>

| Table of Contents | |
|---|--------------|
| | page |
| Overview | 2 |
| Broad Themes | 3 |
| Frequently Asked Questions | |
| <ul style="list-style-type: none"> • How is the Roadmap organized? • Who are the Stakeholders shown in the Arts Roadmap? | 4 |
| <ul style="list-style-type: none"> • Who is responsible for implementing the Arts Roadmap? • How was the Arts Roadmap developed? • How will we know when the goals and objectives in the Roadmap have been accomplished? • Who can assist with this work? | 5 |
| <ul style="list-style-type: none"> • Will teachers have enough time to adjust curricula to meet the 2017 NYS Learning Standards for the Arts? • Are teachers expected to teach to both the 1996 and the 2017 NYS Learning Standards for the Arts at the same time during the transition years? • How closely must we follow the Roadmap’s timeline for implementation of the new arts standards? • What is the Individual Arts Assessment Pathway (IAAP) and how does it fit into this Roadmap? | 6 |
| <ul style="list-style-type: none"> • What kinds of partnerships should schools/districts seek out as they develop local curriculum to meet the new arts standards? • Where can districts find potential funding opportunities to support implementation activities? • How can parents be involved? | 7 |
| <ul style="list-style-type: none"> • Once we achieve full implementation, what’s next? • Where can I access copies of the Roadmap? | 8 |
| Roadmap Phase I: Build Awareness | 9-10 |
| Roadmap Phase II: Build Capacity | 11-15 |
| Roadmap Phase III: Full Implementation | 16-17 |
| APPENDIX: The Individual Arts Assessment Pathway (IAAP) Development Timeline <i>in relation to the Arts Roadmap</i> | 18 |



Overview

The Board of Regents adopted the second iteration of the New York State (NYS) Learning Standards for the Arts in September 2017, the result of a two-year state-wide collaborative review and revision process. The 2017 NYS Learning Standards for the Arts fulfill the first steps in the NYS Statewide Strategic Plan for the Arts. They were founded on the National Core Arts Standards (NCCAS, 2014), and thoughtfully adapted to meet the specific needs and concerns of NYS arts educators and students.

The NYS Arts Standards Implementation Roadmap has been designed to assist and support districts and educators with the transition to full implementation of the 2017 NYS Learning Standards for the Arts. The Roadmap provides a recommended plan spread out over five years; at the time of this publication, Phase II will soon begin on a statewide level. The Roadmap highlights shared goals and activities that support key stakeholders with the transition process. Major stakeholders include NYSED, the BOCES, local school districts, and more, listed on Page 4.

Based on ongoing needs assessment, districts are encouraged to tailor the recommended implementation activities to meet their specific district level needs during the transition process. Districts may be ahead or behind on various goals within the plan; but all should be moving forward towards full implementation by 2021-2022.

| Phase | Time Period | Primary Goals | Progress |
|--------------------------------|-------------------------------|--|--------------------|
| | September 2017 | <ul style="list-style-type: none"> Regents approve the 2017 NYS Learning Standards for the Arts in Dance, Music, Theater, Visual and Media Arts. | √ Completed |
| Phase I: Raise Awareness | Fall 2017 through Summer 2019 | <ul style="list-style-type: none"> P-16 professional learning opportunities provided for the 2017 NYS Learning Standards for the Arts, including guiding philosophy, organization, and key changes from the 1996 NYS Learning Standards for the Arts. Areas of needed professional learning and resource support identified. Partnership possibilities explored, to expand curriculum-based arts experiences beyond classroom walls. | Nearing conclusion |
| Phase II: Build Capacity | Fall 2019 through Summer 2021 | <ul style="list-style-type: none"> P-16 professional learning opportunities provided for the 2017 NYS Learning Standards for the Arts with a focus on curriculum, instruction, and local assessment at P-12 levels. Partnership(s) initiated, to expand curriculum-based arts experiences beyond classroom walls. Starting in 2020-2021, professional learning centered on the Individual Arts Assessment Pathway (IAAP) begins. <i>See p. 18 for more information on the IAAP.</i> | Begins Fall 2019 |
| Phase III: Full Implementation | Fall 2021 – ongoing | <ul style="list-style-type: none"> Full implementation of the 2017 NYS Learning Standards for the Arts achieved by end of AY 2021-2022. Partnership(s) established, to expand curriculum-based arts experiences beyond classroom walls. Professional learning opportunities centered on the Individual Arts Assessment Pathway continue and grow. Statewide rollout of IAAP begins in Fall 2021. | Begins Fall 2021 |
| | Late Spring 2022 | <ul style="list-style-type: none"> First cohort of students eligible for IAAP Graduation Pathway, submit IAAP work collections for scoring. | Begins June 2022 |



Broad Themes

| Phase I: Raise Awareness Fall 2017 through Summer 2019 | Phase II: Build Capacity Fall 2019 through Summer 2021 | Phase III: Full Implementation Fall 2021 – ongoing |
|---|--|---|
| Evaluate, Consider, Plan | Explore, Adapt, Revise, Grow | Refine, Sustain |
| <i>SED, Local Districts & Stakeholders should provide support for arts teachers to...</i> | | |
| <ul style="list-style-type: none"> Engage in initial professional learning opportunities in the arts standards – differences/similarities, philosophy, etc. | <ul style="list-style-type: none"> Engage in additional professional learning opportunities in the arts standards – focused on curriculum, instruction, and assessment | <ul style="list-style-type: none"> Pinpoint and engage in needed professional learning opportunities in the arts standards, refresh where necessary |
| <ul style="list-style-type: none"> Conduct gap analysis in current curricula | <ul style="list-style-type: none"> Adapt prior curriculum, research and plan new curriculum, try out, revise Meet district-wide to articulate P-12 curricula, consider creating new courses(s) | <ul style="list-style-type: none"> Revisit and refine new curriculum |
| <ul style="list-style-type: none"> Identify and evaluate methods of instruction in use for their effectiveness in reaching all students | <ul style="list-style-type: none"> Research and adapt instruction to meet best practices, try out new ideas, assess effectiveness, <ul style="list-style-type: none"> Whole class instruction Differentiation for diverse learner classrooms Sub-groups with identified instructional needs | <ul style="list-style-type: none"> Continue to evaluate effectiveness of instructional methods; adapt and employ methods that meet differentiated student learning needs, while honoring the arts discipline |
| <ul style="list-style-type: none"> Conduct gap analysis in current assessment practices – are the standards being assessed in student work and performance, and how? | <ul style="list-style-type: none"> Develop local formative and summative assessment instruments aligned with the new arts standards and curricula, review results, assess quality of information produced, revise | <ul style="list-style-type: none"> Review and analyze assessment results, plan steps for improvement |
| <ul style="list-style-type: none"> Investigate potential partnership opportunity(ies) - intra-school/district, inter-school/district; community arts, cultural institutions, higher ed, arts business/industry, etc. | <ul style="list-style-type: none"> Begin creating partnership(s) intra-school/district, inter-school/district; community arts, cultural institutions, higher ed, arts business/industry, etc. | <ul style="list-style-type: none"> Expand partnerships within and outside of local district, as needed |
| <ul style="list-style-type: none"> Evaluate resource needs (staffing, facilities, support materials, supplies, areas where PD is most needed, etc.) | <ul style="list-style-type: none"> Re-evaluate resource needs | <ul style="list-style-type: none"> Target specific resource needs to achieve implementation goals |
| <ul style="list-style-type: none"> Create 3-year* standards implementation plan (*suggested timeline) | <ul style="list-style-type: none"> Review local standards implementation plan outcomes in current year | <ul style="list-style-type: none"> Review and revise 3-year PD plan, determine needs, plan “next steps” |
| <ul style="list-style-type: none"> Share needs and pool resources with other teachers, schools, districts | <ul style="list-style-type: none"> Share successes across multiple venues and platforms | <ul style="list-style-type: none"> Share successes across multiple venues and platforms |



Frequently Asked Questions (FAQs)

How is the Roadmap organized?

The NYSED Standards Implementation Roadmap is organized into three phases: **Phase I: Raise Awareness**, **Phase II: Build Capacity**, and **Phase III: Full Implementation**. Each phase has an overarching goal. The Roadmap then breaks down each phase into specific objectives and activities, listed on the left.

The center columns recommend which stakeholders will be essential contributors in helping to accomplish each step or action. Checkmarks in the “Other” column reference one or more entities from the list provided below, to be determined locally. This does not preclude local districts from seeking the assistance of other key stakeholders who may not be on this list, or do not have checks in their column.

The right hand column is left purposely open for local planning.

| NYS LEARNING STANDARDS for the ARTS Implementation Plan | | | | | | | | |
|--|---|--|---------------|-------|------------------------|---------------|-----------------------|-------|
| PHASE I: RAISE AWARENESS | | Key Stakeholders | | | | My Local Plan | | |
| GOAL: Make all education stakeholders aware of the revised standards and the timeline for implementation; highlight areas of impact with respect to current standards, instruction, and assessment. This collaborative phase will help identify the necessary professional learning that will occur in Phase II. | | | | | | | | |
| Phase I Objectives | Phase I Key Implementation Activities <i>Some activities may overlap with and/or continue across phases.</i> | NYSED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYSED Teacher Centers | Other |
| | | NOTES <i>What is needed? Which stakeholder groups will be of most help? What do we need to organize? Who should we contact?</i> | | | | | | |
| OBJECTIVE 1 Clearly communicate the state adoption and proposed timeline for implementation of the revised arts standards. | 1. Post 2017 Strategic Plan, new arts standards documents and weblinks on C&I Arts pages on NYSED website. | ✓ | | | | | | |
| | 2. Conduct conference calls with Statewide Leaders of Professional Associations/Big 5. | ✓ | | ✓ | | ✓ | | |
| | 3. Establish networks of arts educators and other stakeholders in arts education to provide professional learning in the 2017 arts standards. | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | 4. Conduct presentations at district administrative council meetings. | ✓ | ✓ | ✓ | | ✓ | | |

Who are the Stakeholders shown in the Arts Roadmap?

| Also known as | Key stakeholders listed in assigned columns of the Roadmap include: |
|---------------|---|
| NYSED | New York State Education Department |
| Big 5 | The Big 5 City Districts (NYC, Yonkers, Syracuse, Rochester, Buffalo) |
| LEAs | Local school districts (Local education agencies) |
| S/CDN | The Staff and Curriculum Development Network |
| BOCES | Boards of Cooperative Educational Services Regional Centers |
| NYSTCs | New York State Teacher Centers |
| Prof Orgs | Statewide professional arts education associations/organizations |

| Also known as | Important stakeholders included in the “Other” column |
|---------------|---|
| CAP, Arts CAP | New York State Arts Content Advisory Panel |
| Coalition | New York State Coalition of Arts Education Associations |

| Also known as | Important stakeholders included in the “Other” column, cont’d |
|---------------|---|
| NYSUT | New York State United Teachers |
| AiE Network | BOCES Arts-in-Education Network |
| Admin Orgs | Statewide professional education associations/organizations <ul style="list-style-type: none"> <i>i.e., NYSCEA, NYSCOSS, SAANYS, NYSSBA, etc.</i> |
| IHEs | Institutes of Higher Education |
| PTA/PTO | Parent group organizations |
| | State & national arts organizations (<i>ex: NYSICA, SEADAE, etc.</i>) |
| CIs | Cultural institutions |
| CACs | Community arts centers/providers |
| | Arts professionals and practitioners |
| B&I | Arts and arts-related business & industry |



Who is responsible for implementing the Arts Roadmap?

This Roadmap defines the steps needed to develop and sustain full implementation of the 2017 NYS Learning Standards for the Arts. All stakeholders share a common interest in promoting the integration of the new arts standards into local curriculum, and local and statewide delivery systems for professional learning. School districts, as well as NYSED and key stakeholders, are all responsible for assisting with implementation of the goals in the Roadmap. Each stakeholder has an important role to play.

In general, though NYSED may take the lead or be involved in many of the listed activities, responsibility shifts more to local districts as the plan moves from Phase I to Phase II and then Phase III.

Percentage of responsibility for each different stakeholder is not indicated as that will vary district by district. How implementation occurs will differ from region to region, based on local needs and resources.

How was the Arts Roadmap developed?

The goals, objectives, and activities outlined in this Roadmap are the result of a multi-tiered development process.

The first draft of the Roadmap was generated at NYSED from the [NYS Strategic Plan for the Arts](#) approved by the Board of Regents in April 2017. The Strategic Plan is organized around four Critical Components, each supported by multiple goals, objectives, and activities. This Roadmap's objectives and activities were cross-walked with the Strategic Plan, and compared to Section 5 the [NYSED 2017 Arts Standards Implementation Guide](#), which provides Policy Guidance on responsibilities for arts standards implementation. Indicated additions and/or changes were made, then finalized into a draft document.

The first draft was reviewed by representatives from multiple stakeholder groups including NYSED's Office of Curriculum and Assessment, the NYSED Arts Content Advisory Panel, the professional arts education organizations, BOCES, and NYSUT. The final draft went through another rigorous review process with the same stakeholder groups, plus additional reviewers.

How will we know when the goals and objectives in the Roadmap have been accomplished?

The "My Local Plan" column includes space for each district/school/stakeholder to add in specific local action steps that are planned (or have been taken) to address the key implementation goals, objectives and activities in the Roadmap. This column will vary based on district need. By the end of academic year 2021-2022, all curriculum in the arts should be aligned with the 2017 Arts Standards. Successful accomplishment of the goals and objectives in the Roadmap will be known when administrators, teachers, students, and parents can see, understand, and have a conversation about student learning and expectations aligned to the standards.

Who can assist with this work?

Since the development of curriculum and specific professional learning is a local school district responsibility, there will be local decision making in terms of how the goals and



objectives are accomplished based on district and building-level needs. The various BOCES networks, New York State Teacher Centers, Regional Special Education Technical Assistance and Support Centers, and NYSED are all available to assist in this work by providing resources and professional learning. Resources and toolkits for use by individuals and groups will be posted on the NYSED NYS Learning Standards for the Arts website. Resources will include links to workshops, presentations, crosswalks, documents, etc. for assisting with Roadmap activities.

Will teachers have enough time to adjust curricula to meet the 2017 NYS Learning Standards for the Arts?

Academic year 2021-2022 is the first year that the 2017 NYS Learning Standards for the Arts will be implemented fully in classrooms throughout New York State. The goal of the five-year rollout is to give teachers enough time to understand the changes in the standards, adjust previous curricula, write new curriculum units/lessons, create aligned assessments, adjust and improve instructional methods, and initiate partnership(s) that expand curriculum-based arts experiences beyond classroom walls.

During Phase II, Build Capacity (Fall 2019-Summer 2021), which comes after educators have become acquainted with and discussed the new standards, local districts and educators should review and revise curricular units to align with the 2017 NYS Learning Standards for the Arts. This phase also involves piloting new units/lessons aligned to the 2017 standards and engaging in professional learning focused on classroom instruction that supports all learners. [Helpful resources](#), including those that illustrate the changes between the 1996 and 2017 revised standards are available on the NYSED website to assist in this work.

Are teachers expected to teach to both the 1996 and the 2017 NYS Learning Standards for the Arts at the same time during the transition years?

Teachers should use Phase I and Phase II to gradually transition from the old to the new Learning Standards for the Arts. The Department is not recommending or suggesting teaching to two sets of standards at the same time; instead, local districts are encouraged during Phases I and II to develop curriculum units and pilot lessons in a manner that does not disrupt the flow of instruction. Key activities for teachers during Phase I are to align their current curriculum with the new arts standards, document gaps, and begin curricular revisions; then during Phase II to more deeply explore and engage students in creative work aligned to the new arts standards.

How closely must we follow the Roadmap's timeline for implementation of the new arts standards?

The Roadmap provides a *recommended* plan spread out over five years. Phases I and II have each been assigned two years, followed by a fifth year during which full implementation is finally accomplished. At the time of this publication, we are nearing the end of Phase I on a statewide level.

The process usually takes *at least* three years to reach a sustainable point; some districts will be on a faster road than others, dependent on local needs and resources. Districts may already be involved in many activities suggested in the Roadmap. Individual districts may be “ahead” or “behind” on various goals and objectives within the plan, **but all should be moving forward towards full implementation by the end of academic year 2021-2022.**

What is the Individual Arts Assessment Pathway (IAAP) and how does it fit into this Roadmap?

The Individual Arts Assessment Pathway (IAAP) will be a new option for the 4+1 arts pathway to graduation open to all high school students in New York State. Students who choose the IAAP will document then curate a selection of their artistic works over time (3 units of arts study), which meets the NYS Learning Standards for the Arts. The work will be



submitted for local/regional scoring by arts teachers trained to be IAAP evaluators.

If initial budgets are approved, the IAAP will be developed and piloted from Summer 2019 through Spring 2022. Once approved by the Department in its final form, the first cohort of students may be eligible to submit their work for scoring in June 2022. Curricular support will be essential to student success on the IAAP. Professional learning support provided in the new arts standards will be essential to that success, along with IAAP-specific professional learning. Correlation between the Roadmap timeline and the **proposed IAAP development timeline** can be found in the **appendix on page 18**.

What kinds of partnerships should schools/districts seek out as they develop local curriculum to meet the new arts standards?

The term “partnerships” or equivalent language found throughout the Roadmap refers to local arts educators, schools, and/or districts working with individuals or groups to deliver curriculum-based arts experiences that go beyond the classroom walls. The purpose of such partnerships is to enrich and expand instructional and curricular diversity, help students explore the various needs and roles that the arts and artists fulfill in communities and businesses, and provide advanced secondary students with opportunities to pursue college and career-related study and/or work in the field.

Partnerships can be of short or long duration, and can be as simple as between two classrooms in the same school or district (intra-arts, inter-arts, and interdisciplinary), or between two or more districts. Partnerships can be as complex as between districts and national-level arts groups, cultural institutions, and/or institutions of higher education, hybrid or virtual experiences that link with non-local arts groups and institutions, etc. This means that every teacher has the opportunity to develop curriculum-based arts experiences beyond his or her classroom walls.

Where can districts find potential funding opportunities to support implementation activities?

Districts are encouraged to align existing resources and opportunities with the standards implementation work, since professional learning is already part of district practice. Additionally, districts may browse the New York State Grants Gateway Grant Opportunity Portal, an online resource that provides information on grant funding opportunities with State agencies. Local and regional funding support can be explored through partnerships with cultural institutions, institutions of higher education, community arts groups, arts grant-funders, PTAs, etc. Many partnerships are low to no cost.

Federal grant sources for arts education include the [National Endowment for the Arts](#), [Art in Action](#), [Grantmakers in the Arts](#), [The Grant Helpers.com](#), [Library of Congress Teaching with Primary Sources Program](#), [National Art Education Foundation](#), [Give a Note Foundation](#) (Music), [Assistance for Arts Education Development and Dissemination Grants Program \(AAEDD\)](#) through the US Dept of Education, [Grants for Teachers](#), [The Kennedy Center Ensuring the Arts for ANY GIVEN CHILD](#), and many more.

How can parents be involved?

Parents are active participants in the education of their children. School districts should partner with parents and the local PTA/PTO to effectively communicate the expectations in NYS Learning Standards for the Arts. For example, educators could present the standards at a PTA meeting or organize a parent information night, to ensure two-way communication about the standards is open.



Once we achieve full implementation, what's next?

The 2017 NYS Learning Standards for the Arts were designed to be a living set of standards, which means they should be reviewed and improved (as needed) on a periodic basis. The standards are also designed to be responsive to many different classroom settings and accomplished through multiple curricular journeys. Curriculum should also be a living document, which is reviewed, updated, added to and edited on a regular basis.

Full implementation is an ongoing process, not an end. As teachers more fully internalize their understanding of the arts standards and consider the needs of each cohort of students, planning, instruction and assessment practices will shift, deepen and grow.

Where can I access copies of the Roadmap?

The Roadmap is available for download on the [NYSED NYS Learning Standards for the Arts](#) webpages where you can also find links to standards documents, suggested resources, and other supporting documents.

Additional questions about the NYS Learning Standards for the Arts and Roadmap can be directed to the NYSED Office of Curriculum and Instruction: 518-474-5922 or emscurric@nysed.gov.



NYS LEARNING STANDARDS for the ARTS Implementation Roadmap

PHASE I: RAISE AWARENESS

GOAL: Make all education stakeholders aware of the revised standards and the timeline for implementation; highlight areas of impact with respect to current standards, instruction, and assessment. This collaborative phase will help identify the necessary professional learning that will occur in Phase II.

| Phase I Objectives | | Phase I Key Implementation Activities <i>Some activities may overlap with and/or continue across phases.</i> | | Key Stakeholders | | | | | | | My Local Plan |
|--|---|---|---------------|------------------|------------------------|-----------|---------------------|-------|--|--|---------------|
| | | | | | | | | | NOTES <i>What is needed? Which stakeholder groups will be of most help? What do we need to organize? Who should we contact?</i> | | |
| | | NYSED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYS Teacher Centers | Other | | | |
| OBJECTIVE 1 Clearly communicate the state adoption and proposed timeline for implementation of the revised arts standards. | 1. Post 2017 Strategic Plan, new arts standards documents and weblinks on C&I Arts pages on NYSED website. | ✓ | | | | | | | | | |
| | 2. Conduct conference calls with Statewide Leaders of Professional Associations/Big 5. | ✓ | | ✓ | | ✓ | | | | | |
| | 3. Establish networks of arts educators and other stakeholders in arts education to provide professional learning in the 2017 arts standards. | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| | 4. Conduct presentations at district administrative council meetings. | ✓ | ✓ | ✓ | | ✓ | | | | | |
| | 5. Conduct presentations at major statewide meetings, regional, and local level meetings. Share information with administrators and teachers. | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| | 6. Utilize electronic communication and social media to inform stakeholders of the adoption of new arts standards and timeline for implementation. | ✓ | ✓ | ✓ | | ✓ | | | | | |
| OBJECTIVE 2 Clearly communicate the changes between the 1996 Arts standards and the 2017 P-12 Learning Standards for the Arts. | 7. Publish Implementation Guide, Arts Standards Overview webinars and Introduction to the New Arts Standards Presentations on C&I Arts pages on NYSED website. | ✓ | | | | | | | | | |
| | 8. Conduct presentations at major statewide/regional meetings, including targeted presentations for administrators. | ✓ | ✓ | ✓ | | ✓ | | | | | |
| | 9. Conduct presentations at district administrative council meetings. | ✓ | ✓ | ✓ | | ✓ | | | | | |
| | 10. Create and release public versions of crosswalks for Anchor Standards that show the similarities and differences between the 1996 Arts Standards and the 2017 Arts Standards. | ✓ | | | | ✓ | | | | | |



| Phase I Objectives, cont'd | Phase I Key Implementation Activities Note: Some activities may overlap with and/or continue across phases. | NYSED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYS Teacher Centers | Other | NOTES <i>What is needed? Which stakeholder groups will be of most help? What do we need to organize? Who should we contact?</i> |
|---|--|-------|---------------|-------|------------------------|-----------|---------------------|-------|--|
| OBJECTIVE 2 cont'd Clearly communicate the changes between the 1996 Arts standards and the 2017 P-12 Learning Standards for the Arts. | 11. Conduct analysis of crosswalks at regional/local level to identify future needs for adjustments, adaptations, and creation of new curricula. | | | ✓ | ✓ | ✓ | | | |
| | 12. Conduct gap analysis for impact on transition year(s), identifying potential needs for future professional learning in Phase II. | ✓ | | ✓ | ✓ | ✓ | | | |
| | 13. Produce introductory standards PD webinars and other support materials for PD in 5 arts disciplines for principals, teachers, and teaching artists. | ✓ | | | | ✓ | | ✓ | |
| | 14. Produce and disseminate (post on web, share at PD sessions, etc.) summaries of key research & philosophical findings which underlie the new arts standards, based on NCCAS' "Conceptual Foundation." | ✓ | | | | ✓ | | ✓ | |
| | 15. Facilitate/conduct Turnkey Training sessions for Phase I throughout the state for all 5 arts disciplines and administrators. | ✓ | ✓ | ✓ | | ✓ | | | |
| | 16. Facilitate/conduct Introduction to the New Arts Standards training sessions throughout the state for all 5 arts disciplines educators and teaching artists. | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| | 17. Create short presentations and Arts Standards summaries to share with parents and parent groups, community organizations, cultural institutions, etc. that will open communication and lead to potential partnership opportunities. | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| | 18. Survey arts educators and administrators to gauge initial progress on Standards rollout PD and identify PD needs for Phase II. | ✓ | | ✓ | | ✓ | | ✓ | |
| OBJECTIVE 3 Develop P-12 guidance to support curriculum development and implementation aligned to the 2017 NYS Learning Standards for the Arts. | 19. Revisit Implementation Guide and revise as needed. | ✓ | | | | | | | |
| | 20. Survey arts education field, IHEs offering arts degrees, and arts-industry stakeholders on Arts Standards and desired coursework in the arts for college and/or workforce entry. | ✓ | | ✓ | | ✓ | | ✓ | |
| | 21. Revise guidance for arts sequence flowcharts and provide guidelines for 1-unit comprehensive courses to support new arts standards, meet regulations, and anticipate 4+1 pathway assessment (IAAP) development (apply survey results). | ✓ | | | | ✓ | | ✓ | |
| | 22. Create and distribute guidance materials especially for administrators and guidance counselors regarding sequential nature of new arts standards, and impact on high school levels and sequences. | ✓ | ✓ | | | | | ✓ | |
| | 23. Disseminate Department-prepared FAQs (web-based & digital/printable) on updates of arts standards, sequences, regulations that affect the arts, arts 4+1 pathways, recommended policies to support attainment of the standards, etc. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 24. Prepare Standards gap analysis guidelines and forms for voluntary use by districts and teachers. | ✓ | | | | ✓ | | ✓ | |



NYS LEARNING STANDARDS for the ARTS Implementation Roadmap

PHASE II: BUILD CAPACITY

GOAL: Provide guidance and support for districts regarding the professional learning needs identified in Phase 1, with the focus on the integration of the new Arts Standards into curriculum, instruction, and assessment design.

| Phase II Objectives | | Key Stakeholders | | | | | | | My Local Plan | |
|--|---|------------------|---------------|-------|------------------------|-----------|---------------------|-------|--|--|
| Phase II Key Implementation Activities <i>Some activities may overlap with and/or continue across phases.</i> | | NYSED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYS Teacher Centers | Other | NOTES <i>What is needed? Which stakeholder groups will be of most help? What do we need to organize? Who should we contact?</i> | |
| OBJECTIVE 1 Through professional collaborations, design and develop curriculum and instruction best practices and models centered on the founding principles of the 2017 Arts Standards. | 1. Working with standards writing chairs and master teachers, create professional learning (curriculum/assessment focus) presentations/documents in all 5 arts disciplines for NYSED website. | ✓ | | | | ✓ | | ✓ | | |
| | 2. Working with master teachers and professional organizations, identify model curriculum units that align with new arts course sequences at elementary, middle and high school levels. | ✓ | | ✓ | ✓ | ✓ | | ✓ | | |
| | 3. Working with IHEs and teaching artists, extract “habits of mind” and “lifelong practices” (ATDBP: Arts Thinking/Doing/Being Practices) from the Arts Standards and relevant research, that lead to deep arts engagement & learning, transfer, and artistic literacy, cite relevant research, and create separate documents for each arts area. | ✓ | | | | | | | ✓ | |
| | 4. Working with IHEs, establish ongoing database of research supporting arts education and best practices. | | | | | ✓ | | | ✓ | |
| | 5. Working with education specialists, create guidelines and exemplars for culturally responsive curricula in the arts in such areas as early childhood education, urban and rural education, ELLs, socio-emotional learning, etc. | ✓ | | ✓ | ✓ | ✓ | | | ✓ | |
| | 6. Working with statewide and/or community stakeholders that offer/support arts programming for schools, cultural institutions, and teaching artists, create arts integration models that align with the 2017 Arts Standards. | | | ✓ | ✓ | ✓ | | | ✓ | |
| | 7. Through SEADAE, network with states that have updated arts standards based on, or adopted from, the 2014 National Core Arts Standards and share best practices in instruction, exemplar curricula, and assessment practices in the arts. | ✓ | | | | | | | ✓ | |



| Phase II Objectives, cont'd | Phase II Key Implementation Activities <i>Some activities may overlap with and/or continue across phases.</i> | NYS ED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYS Teacher Centers | Other | NOTES <i>What is needed? Which stakeholder groups will be of most help? What do we need to organize? Who should we contact?</i> |
|--|---|--------|---------------|-------|------------------------|-----------|---------------------|-------|--|
| OBJECTIVE 2 Support local school district professional learning needs to insure alignment with the 2017 Learning Standards for the Arts. | 8. Provide Phase II Capacity Building training to create a large cohort of Phase II professional learning providers whose ranks include master teachers in the arts from all parts of the state, BOCES PD staff, and teaching artists. | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| | 9. Establish networks of educators, local, regional, and state organizations, and other stakeholders to collaborate and share high quality professional learning/implementation plans and resources. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 10. Support, deliver, and participate in Phase II professional learning that focuses on current research and best practices in curriculum, instruction, and assessment based on the 2017 Arts Learning Standards. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 11. Encourage local professional learning opportunities for arts educators that include teaching artists, educators from cultural institutions, arts organizations with educational programming, and other community stakeholders. | | | ✓ | ✓ | | ✓ | ✓ | |
| | 12. Promote local, regional, and statewide professional learning opportunities and mentorships that deepen arts educators' specific subject knowledge in their own arts area and connections between the arts, to help fulfill CTLE hours. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 13. Survey district arts educators and administrators to gauge new and continuing statewide PL needs, usefulness and accessibility of Resource Bank/Toolkits, and clarity of regulatory language around the new Arts Standards in relation to P-12 structure, course sequencing, and diploma requirements. | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| OBJECTIVE 3 Support local school district needs to integrate the 2017 Learning Standards for the Arts into local curriculum. | 14. Perform gap analysis at regional/local level to identify key areas of needed change in current curriculum. | | | ✓ | ✓ | ✓ | | | |
| | 15. Develop new curricular units, modify prior units, and replace or remove units as needed to align curriculum with the 2017 Arts Standards. Carefully consider scope and sequence when adjusting to P-12 performance indicators. | | | ✓ | ✓ | ✓ | | ✓ | |
| | 16. Examine district and/or school level policies, initiatives, and funding; schedules and staffing; curriculum resources, support materials, and facilities to ensure alignment and support implementation of the 2017 Arts Standards; make plans to revise/replace/supplement in sustainable ways, as needed. | | | ✓ | ✓ | | ✓ | | |
| | 17. Pilot and evaluate new/modified curricular units and their assessment(s) at the classroom level using evidence-based criteria; revise as needed. | | | ✓ | ✓ | | | | |



| Phase II Objectives, Cont'd | Phase II Key Implementation Activities Note: Some activities may overlap with and/or continue across phases. | NYSED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYS Teacher Centers | Other | NOTES <i>What is needed? Which stakeholder groups will be of most help? What do we need to organize? Who should we contact?</i> |
|---|---|-------|---------------|-------|------------------------|-----------|---------------------|-------|--|
| OBJECTIVE 3 cont'd Support local school district needs to integrate the 2017 Learning Standards for the Arts into local curriculum. | 18. Coordinate district, local, and regional school collaboration in the design, adaptation, and planning of curriculum and assessment. Use technology to assist as needed. | | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | 19. Begin a partnership with interested experts/teachers in other arts, subject areas, or school-wide efforts (i.e. literacy development, STEAM education, technology skills, multi-arts collaborations, digital and information literacy, humane treatment of animals, etc.), or with cultural centers or other community stakeholders to enrich and expand instructional and curricular diversity. | | | ✓ | ✓ | ✓ | | ✓ | |
| | 20. Explore partnership opportunities that will provide advanced coursework in the arts, or college and career connections through internships in local businesses, performing arts groups, etc., dual enrollment, professional organization-sponsored competitions and reviews, etc. including face-to-face, real time, distance learning, an/or hybrid options. | | | ✓ | ✓ | ✓ | | ✓ | |
| OBJECTIVE 4 Support local school district professional learning needs to align instructional practices with the 2017 Learning Standards for the Arts. | 21. Identify current/new instructional strategies that allow opportunities for students to engage in ATDB practices. | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 22. Examine current classroom instructional strategies and determine changes needed to ensure classroom instruction is research-based, aligned with the standards. For example, are opportunities for student-centered project-based and inquiry-based learning, purposeful play, and other student focused modes of instruction included? Is instructional technology being used to advantage to support the intent of the arts standards? | | | ✓ | ✓ | ✓ | | ✓ | |
| | 23. Develop plans and resources to ensure that the instructional needs of different sub-groups of students will be met. For example, are instructional practices (not just curriculum) culturally responsive and differentiated in research-based ways? Are ELLS and Students with Disabilities given the extra supports needed to meet the expectations of the 2017 Arts Learning Standards? | | | ✓ | ✓ | ✓ | | ✓ | |
| | 24. Investigate applications of instructional technology that enhance, expand access, and differentiate student learning of the 2017 Arts Standards. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |



| Phase II Objectives, cont'd | Phase II Key Implementation Activities <i>Some activities may overlap with and/or continue across phases.</i> | NYSED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYS Teacher Centers | Other | NOTES <i>What is needed? Which stakeholder groups will be of most help? What do we need to organize? Who should we contact?</i> |
|---|---|-------|---------------|-------|------------------------|-----------|---------------------|-------|--|
| OBJECTIVE 5 Support local school district professional learning needs to insure assessment design that supports the attainment of the 2017 Learning Standards for the Arts. | 25. Working with master teachers, standards writing chairs, and performance assessment specialists, develop formative and summative assessment guidelines/suggestions based on using the Arts Standards progressions for P-12 sequential arts programs, for Media Arts, Dance, and Theater programs, where P-12 programs may not yet exist; and for students with special needs, ELLs, and other student groups that require extra support. | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 26. Explore assessment design for curriculum that attends to formative aspects to provide opportunity for real-time adjustment in instruction, and summative aspects that capture growth as well as achievement. | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 27. Provide professional learning on arts assessment that will aid teachers and leaders to extract, understand and analyze student achievement data for improving arts teaching and learning. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| OBJECTIVE 6 Through the use of technology, broaden accessibility of 2017 Arts Standards curriculum and instructional resources for professional learning purposes. | 28. Establish Resource/Toolkits webpage(s) within Arts section of NYSED/C&I website. | ✓ | | | | | | | |
| | 29. Continuously populate Resource Bank/Toolkits webpage with Arts Standards PD materials designed for Phase I and Phase II. | ✓ | | | | | | | |
| | 30. Establish an Arts teacher share webpage on the NYSED site (similar to ELA and Math “Spotlight” feature); wherein teachers can provide links to model curriculum units that align with the 2017 arts standards at all levels, provide a centralized collection of grant information and high-quality online arts resources for arts educators, to enhance curriculum, instruction, and assessment in the arts. | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| | 31. Capture and post short video testimonials wherein teachers discuss changes in their curricula, teaching practices, and student outcomes as a result of aligning to the new Arts Standards. Potentially include student responses to curricular change or inspiring lessons. | ✓ | | ✓ | ✓ | ✓ | | ✓ | |



| Phase II Objectives, cont'd | Phase II Key Implementation Activities <i>Some activities may overlap with and/or continue across phases.</i> | NYS ED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYS Teacher Centers | Other | NOTES <i>What is needed? Which stakeholder groups will be of most help? What do we need to organize? Who should we contact?</i> |
|--|---|---------------|--------------------------|--------------|-------------------------------|------------------|----------------------------|--------------|---|
| OBJECTIVE 7 Collaborate with pre-service teacher and leader preparation programs, administrative bodies, and community groups to support and incorporate the 2017 Arts Standards in school and district curricula; and encourage arts leadership in the process. | 32. Integrate IHE teacher preparation programs in Turnkey Training; and encourage IHEs to provide professional learning in the 2017 Arts Standards, and to host sustained professional learning efforts over time with key districts. | | | ✓ | ✓ | ✓ | | ✓ | |
| | 33. Develop and deliver distinctive professional learning components for school leader preparation programs at IHEs that target how strengthening arts education and supporting the 2017 Arts Standards contributes to improved student success and attendance, lifelong learning, college and career opportunities, and improved school climate. | | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| | 34. Identify models of effective collaborations between IHE arts departments and arts education programs which create exemplary arts educators/leaders in schools and arts leaders in the community. | | | | | ✓ | | ✓ | |
| | 35. Develop leadership capacities in arts educators by offering teacher-leader in-service, courses, badges, and certificate or degree programs specifically designed for certified arts educators. | | | | | ✓ | | ✓ | |
| | 36. Create local opportunities for arts educators to emerge and lead district work in adopting and implementing the 2017 Arts Standards. | | ✓ | ✓ | ✓ | | ✓ | | |
| | 37. Support and provide annual recognition (to PTA/PTOs, school boards, principals and superintendents, etc.) for the development of a local school culture that embraces the arts, arts literacy, and creative expression across the curriculum, inside and outside of school hours. | | | ✓ | ✓ | ✓ | | ✓ | |



NYS LEARNING STANDARDS for the ARTS Implementation Roadmap

| PHASE III: MOVE to FULL IMPLEMENTATION GOAL: Local school districts implement the 2017 NYS Learning Standards for the Arts in classrooms for Prekindergarten-Grade 12, assess progress, and continue to develop and share new curriculum, instructional approaches, and classroom assessments. | | Key Stakeholders | | | | | | | My Local Plan |
|---|--|-------------------------|--------------------------|--------------|-------------------------------|------------------|----------------------------|--------------|---|
| Phase III Objectives | Phase III Key Implementation Activities Note: Some activities may overlap with and/or continue across phases. | NYSED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYS Teacher Centers | Other | NOTES <i>What is needed?</i> <i>Which stakeholder groups will be of most help?</i> <i>What do we need to organize? Who should we contact?</i> |
| OBJECTIVE 1 Align curriculum, instruction and assessment to the 2017 Arts Learning Standards. | 1. Put into practice new curricular units at the local level and continue to add new units as needed. | | | ✓ | ✓ | | | | |
| | 2. Align instructional scaffolds to enable access to the 2017 Arts Standards for ELLs and Students with Disabilities. | | | ✓ | ✓ | | | ✓ | |
| | 3. Continue to develop and share exemplar units/curricula that focus on culturally responsive curricula in the arts (i.e., early childhood education, urban and rural education, ELLs, and socio-emotional learning, etc.) | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 4. Continue to develop, utilize and share effective formative and summative assessment methods that produce usable data for improving teaching and learning, and document student growth and achievement. | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| OBJECTIVE 2 Continue to implement professional learning for teachers that links current research and best practices to instruction and the 2017 Learning Standards for the Arts. | 5. Administrators and/or teacher leaders in the arts organize local programming to allow for collaborative planning, assessment, and inquiry. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 6. Engage in collaborative planning and curriculum articulation to ensure all students receive effective standards-based instruction & curriculum. | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 7. Continue to develop and deliver embedded professional learning for school leaders and teachers that enhances understanding of curriculum/program planning, instruction, and assessment that supports attainment of the 2017 Arts Standards. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 8. Continue to develop and deliver professional learning resources for school leaders and teachers that enhances understanding of how Standards-based, sequential arts learning impacts overall student learning and habits of mind, 21 st century skills, school climate and classroom environment, etc. | | | ✓ | | | ✓ | ✓ | ✓ |
| | 9. Continuously populate Resource/Toolkits webpage with Arts Standards PD materials designed for Phase III; monitor teacher share page. | ✓ | | | | | ✓ | | ✓ |



| Phase III Objectives, Cont'd | Phase III Key Implementation Activities <i>Some activities may overlap with and/or continue across phases.</i> | NYSED | S/CDN & BOCES | Big 5 | Local School Districts | Prof Orgs | NYS Teacher Centers | Other | NOTES <i>What is needed? Which stakeholder groups will be of most help? What do we need to organize? Who should we contact?</i> |
|--|---|-------|---------------|-------|------------------------|-----------|---------------------|-------|--|
| OBJECTIVE 3 Seek and utilize opportunities to integrate arts learning across the larger school curriculum, and to integrate cultural arts providers, and other community stakeholders into the continuing development of local arts curricula. | 10. Expand cultural institution and community arts engagement opportunities, through virtual and physical means. | | | ✓ | ✓ | ✓ | | ✓ | |
| | 11. Engage community and parent groups in supporting arts curricula, productions, performances, exhibitions, etc. via outreach at a local and statewide level. | | | ✓ | ✓ | | | ✓ | |
| | 12. Partner with interested experts/teachers in other arts disciplines, cultural centers, teaching artists, and other community stakeholders (i.e. IHEs, business and industry) to enrich and expand instructional and curricular scope. | | | ✓ | ✓ | | | ✓ | |
| | 13. Partner with interested experts/teachers in literacy development, other disciplines (i.e. Math, Science, Social Studies, Technology, etc.) and participate in other schoolwide initiatives (i.e. civic literacy, socio-emotional learning, culturally responsive instruction, digital and information literacy, etc.) to enrich and expand instructional and curricular scope. | | | ✓ | ✓ | | | ✓ | |
| | 14. Support students to participate in one or more of the following college and career-linked partnerships: arts-related mentorships/internships with local arts groups, institutions, business/industry, etc.; dual enrollment opportunities with IHEs; professional organization-sponsored competitions and reviews; and pop-up opportunities with community arts groups, summer arts experiences, etc. | | | ✓ | ✓ | | | ✓ | |
| OBJECTIVE 4 Provide support and structure arts education providers to gauge and track implementation progress, and work towards common goals. | 15. Educators and school/district leaders discuss and reflect on implementation of local curricular units. | | | ✓ | ✓ | | | | |
| | 16. Analyze local assessment data (formative and summative) and student work to improve implementation efforts, overall student achievement, and effectiveness of assessment measures to capture and communicate student learning. | | | ✓ | ✓ | ✓ | | | |
| | 17. Gauge the efficacy and sustainability of district and/or school level policies, initiatives, and funding; schedules/staffing; curriculum resources, support materials, and facilities. Support continuing implementation of the 2017 Arts Standards. | | | ✓ | ✓ | | | | |
| | 18. Provide educators with opportunities for feedback; and to share ideas, successes, challenges, resources, and assessments within districts, with other local districts and with NYSED. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 19. Organize and schedule the first bi-annual summer “Arts Summit” conference, bringing together arts educators, teaching artists, cultural institutions, IHEs, business and industry, etc. and providing CTLE hours as educators present, share, and explore 2017 Arts Standards success stories. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |



APPENDIX: The Individual Arts Assessment Pathway (IAAP) Development Timeline *in relation to the Arts Roadmap*

The Individual Arts Assessment Pathway (IAAP) will be a new option for the 4+1 arts pathway to graduation open to all high school students in New York State. Students who choose the IAAP will document then curate a selection of their artistic work over time (3 units of arts study) that meets the NYS Learning Standards for the Arts. The work will be submitted for local/regional scoring by arts teachers trained to be IAAP evaluators. The multiple reader/disinterested scorer model employed when evaluating performance-based assessments will be used to achieve reliability in scoring.

If budgets for development are approved, the IAAP will be developed and piloted from Summer 2019 through Spring 2022. Once approved by the Department in its final form, the first cohort of students may be eligible to submit their work for scoring in June 2022. Curricular support will be essential to student success in the IAAP. Professional learning support provided in the new arts standards will be essential to that success, along with IAAP-specific professional learning. Correlation between the Roadmap timeline and the **proposed IAAP development timeline** is pictured below.

| End of Phase I Arts Standards Rollout: Raise Awareness Fall 2017 through Summer 2019 | | | | | | |
|--|--|--|---|--|--|-------------|
| Summer 2019 | | | | | | |
| <ul style="list-style-type: none"> – IAAP development begins for 1st unit of arts study in dance, music, theater, visual and media arts – Tier 1 review of IAAP draft, revisions applied – Directions for pilot sites developed | | | | | | |
| Phase II Arts Standards Rollout: Build Capacity Fall 2019 through Summer 2021 | | | | | | |
| Fall 2019 | Spring 2020 | Summer 2020 | Fall 2020 | Spring 2021 | Summer 2021 | |
| <ul style="list-style-type: none"> – Field review of IAAP draft of 1st unit of arts study, revisions applied – Pilot applications posted – Pilot sites determined, districts contacted – Year 1 Pilot IAAP forms and guidelines developed | <ul style="list-style-type: none"> – Year 1 pilot of 1st unit of arts study Jan-May – Sites monitored through multiple communication venues – 1st unit of arts study work digitally documented and submitted to SED – Teacher, student, and administrative feedback received, documented – New pilot site applications posted | <ul style="list-style-type: none"> – Scoring Institute for Year 1, 1st unit of arts study pilot – Teacher, student, and administrative feedback applied to Year 2 pilot revisions & plans – Year 2 Pilot 2nd & 3rd units of arts study IAAP forms and guidelines developed | <ul style="list-style-type: none"> – Year 2 Pilot of revised 1st unit of arts study, and 2nd/3rd units of study deployed Sept. – Sites monitored through multiple communication venues – Professional learning related to 1st unit of arts study development begins, focus on meeting the arts standards | <ul style="list-style-type: none"> – Sites monitored through multiple communication venues – All units of arts study work digitally documented and submitted to SED in May – Teacher, student, and administrative feedback received, documented | <ul style="list-style-type: none"> – Scoring Institute for Year 2, 1st - 3rd units of arts study pilot – Teacher, student, and administrative feedback applied – Final versions of IAAP forms and guidelines developed – IAAP and IAAP guidance developed – Professional learning continues: meeting the arts standards, supportive curriculum, and scoring | |
| Phase III Arts Standards Roadmap: Full Implementation Fall 2021 – ongoing | | | | | | |
| Fall 2021 | Spring 2022 | | Summer 2022 | Fall 2022 | Spring 2023 | Summer 2024 |
| <ul style="list-style-type: none"> – Schools receive IAAP guidance, forms, directions, and protocols – Professional learning continues, focus on meeting the arts standards and scoring – Monitoring board established to respond to questions and issues | <ul style="list-style-type: none"> – Professional learning continues: meeting the arts standards, supportive curriculum, and scoring June 2022 first cohort eligible for regional scoring – Regional Scoring Institutes held, calibration methods and rate-setting established | | <ul style="list-style-type: none"> – Professional learning continues: meeting the arts standards, supportive curriculum, and scoring – Regional Scoring Institutes held, calibration methods and rate-setting established | | | |