



## Frequently Asked Questions

**What is the history and composition of the Coalition revisiting the standards?** Formally begun in February, 2011, the National Coalition for Core Arts Standards (NCCAS) is a coalition of 8 leading, national arts education organizations undertaking the task of revising the nation's voluntary arts education standards: NCCAS partnering organizations are:

- American Alliance for Theatre and Education
- Arts Education Partnership
- The College Board
- Educational Theatre Association
- NAfME: The National Association for Music Education
- National Arts Education Association
- National Dance Education Organization
- State Education Agency Directors of Arts Education (SEADAE)

One of the member organizations, State Education Agency Directors of Arts Education (SEADAE) acts as fiscal agent for the coalition.

**What does the Coalition hope to achieve through the re-imagining of arts standards?** A survey, conducted in 2011, revealed that the majority of states revise their standards and curricula based on standards on a regular basis. Further, the survey revealed that those states would find updated national standards useful in their work. The coalition expects that the new arts standards will strongly influence, on a voluntary basis, the adoption of improved standards by state and local education agencies through the nation.

**How does the Coalition make pursue its work?** Decisions of the coalition are made by majority vote, with each coalition association apportioned one vote. In addition, one vote is given to the representatives of the field of Media Arts (who were appointed by acclamation of the Coalition rather than by virtue of their connection with an association.)

One member of the coalition, the College Board, has provided a great deal of research to inform the work of the coalition and the standards writers.

Functioning under the guidance of this governance structure and within a framework approved by governance, writing teams for each art form function autonomously in developing draft standards. Writing team chairs convene regularly, facilitated by the Project Manager hired by the National Association for Music Education on behalf of the Coalition, to help attain maximum consistency of standards across art forms.

**How is the Coalition funded?** To date, all funding for the coalition has been underwritten by the member organizations. This includes, notably, monies supplied through SEADAE by a number of state departments of education who are interested in furthering the standards process. The coalition is actively pursuing additional funding opportunities through both government and private sources.

**What process is the coalition using to work on standards?** The coalition is working on the standards with the goal of answering the most pressing questions facing both arts education and education in general in the United States of today. Among those questions are, what are the enduring understandings that we want our young people do gain from the educational experience? What sorts of assessments might be used to evaluate programs that supply this education? What are the key knowledge, skills, and understandings that should be developed in our educational system? What truly constitutes literacy – in this case, arts literacy?

Writing teams in the arts disciplines have adopted somewhat different approaches to answering these questions and writing the standards themselves. Some have started with the listing of essential skills and knowledge; others have begun by proposing overarching, cornerstone assessment tasks and working backwards from that point to arrive at the standards themselves.

By and large, this work has been accomplished through an impressive number of web-mediated conference calls and online documents sharing, because available funding has limited the number of in-person meetings. Emerging drafts have been shared internally among all relevant parties to ensure that each discipline benefits from the others' best ideas.

Once the standards are at a point where a clear, internally consistent draft has been achieved, the work will be shared with key stakeholders and with the general public. Comments will be gathered and considered seriously during the process of refining the standards.

**On what timeline is the coalition working?** We hope to have elements of the standards available to share with key stakeholders in the early part of 2013. We are striving to be able to roll out more complete standards content (including content, key cornerstone assessment tasks, and the enduring understandings to be addressed by that content and those tasks) by June 2013. Final approval and release of the standards is tentatively scheduled for late 2013. All dates are subject to funding and to our coalition's commitment that the standards will not be released before they are of the highest quality.

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**What are the implications of new arts standards for the education system in general?** Standards, setting goals for the education we provide our young people, necessarily have implications for all aspects of our education system. Not least among these aspects are the evaluation of instruction in our schools, the status of support structures for that instruction (including the amount of time available), the ongoing preparation of teachers, and the ways that a standards-based education can make students truly college and career ready.

**What are the implications of new arts standards for higher education?** The importance of addressing college and career readiness dictates that the standards address the ways that instruction from Prekindergarten through high school interfaces with instruction at the college and university level. This is in line with the practice of an increasing number of states and localities to develop educational policies that address the full range of an individual's educational career, often labeling this range as "K-16" or even "PreK-20." The coalition has chosen to address this by investigating and proposing ways that PreK-12 arts education should prepare students for the first two years of college or junior college.





National Coalition for **CORE ARTS** Standards

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**NATIONAL COALITION FOR CORE ARTS STANDARDS  
REVISED STANDARDS WRITING PROJECT TIMELINE**

<b>September 2011</b>	Hiring of Project Director
<b>November 2011</b>	NCCAS establishes discipline writing team chairs
<b>December 2011</b>	NCCAS establishes discipline writing teams
<b>January 2012</b>	NCCAS issues first draft of guiding framework
<b>January 2012 - June 2012</b>	Initiate writing process with virtual meetings of writing teams
<b>June 2012</b>	Face to face writing team meetings
<b>September 2012</b>	Writing team chairs meet face to face for inter-team sharing of work
<b>November- December 2012</b>	First tier review of drafts with NCCAS Leadership and National Advisory Team Members
<b>January 2013</b>	Face to face writing team meetings. Example Cornerstone Assessment Tasks ready to pilot.
<b>March 2013</b>	Rough drafts of standards ready for next tier review.
<b>April 2013</b>	Reviewers' comments compiled and shared with writing teams.
<b>May 2013</b>	Writing teams refine work and continue developing cornerstone assessments for second pilot.
<b>June – August 2013</b>	Writing teams meet face to face to review results of cornerstone assessment task pilots. Standards are transferred to web based relational database.
<b>September 2013</b>	Initiate phase 2 pilot, continue collecting student work, refining assessment and setting benchmarks. Continue website development as needed.





<b>Overarching Framework</b>				
<b>Philosophical Foundations</b>		<b>Lifelong Goals</b>		
<p><b>Creating, Performing/Sharing, Responding</b>  <i>Processes throughout the disciplines.</i></p> <p><b>Connecting/Connections</b> <i>(by art form)</i></p>				
<b>Components Within Each Process</b>		<b>Enduring Understandings</b> <i>Related to Each Process</i>		<b>Essential Questions</b>
←		→		
<b>Dance</b>	<b>Media Arts</b>	<b>Music</b>	<b>Theatre</b>	<b>Visual Arts</b>
<p><b>Evidence of Learning (by art form)</b>  <b>Cornerstone Assessment Models</b>  <b>Implemented by a Learning Plan &amp; Quality Instruction</b></p>				
<b>Enduring Understandings</b>  <i>Same as above</i>	<b>Essential Questions</b>  <i>(Exemplars by art form reflecting age appropriate practice)</i>	<b>Learning Standards</b>  <i>(Knowledge and Skills)</i>	<b>Model Cornerstone Assessments</b>  <i>Demonstrations of Student Learning &amp; Indicators of Student Success</i>	

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