

## NYSATA 2006/2007 Resolutions

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### **ONE Possible Standards Review In the Arts**

*Whereas*, it has been 10 years since the NYS Learning Standards, including Standards in the Arts, have been adopted; and

*Whereas* the State Education Department proposed to the Regents that a Review of all Standards be undertaken, including a review of the Arts Standards possibly in 2009; and

*Whereas*, NYSATA participated in the original drafting of the Arts Standards,

*Be it resolved* the President of NYSATA send a letter to the Regents and the State Education Department offering the Association's collaboration in the Review.

### **TWO Importance of the Arts in Middle Level and High School Education**

*Whereas*, education in the arts is included in four of New York State's twenty-eight Learning Standards; and

*Whereas*, sequential art instruction in NYS is, and has been, for over half a century, required in Grades K-12; and

*Whereas*, research has shown that strong sequential arts education, delivered by certified arts educators results in higher level learning in the arts; and

*Whereas*, current regulations in Middle Level Education contain options that could reduce or eliminate the prescriptive requirements for instructional time (i.e. time on task or archaically 'seat time') in middle level sequential study; and

*Whereas*, NYSATA and others have collaborated with NYSED to create Checklists to ensure Middle Level Standards are met,

*Be it resolved* NYSATA's President should strongly urge the Regents to establish strong oversight to insure the checklists are utilized so that all NYS students are able to fully access arts education.

### **THREE Importance of Staff Development in the Arts**

*Whereas*, the State Department has proposed that schools focus professional development on effective practices in areas in which academic needs are greatest; and

*Whereas*, the New York State Education Department requires that all districts engage in staff development aimed at helping teachers enable students to achieve all 28 Learning Standards; and

*Whereas*, the Arts are part of the essential core necessary for students to achieve a full education and to be competitive in the 21<sup>st</sup> century;

*Be it resolved* NYSATA's President will request that the Regents revise its goals to include staff development in the arts to improve student achievement across the curriculum, and

*Be it further resolved* NYSATA request the SED inform New York's K-12 schools of SED's recognition, support and encouragement of the utilization of Staff Development in the arts.

#### **FOUR The Arts in CDOS, and Career and Technical Education (CTE)**

*Whereas*, State and National Career Development and Occupational Studies (CDOS) Standards include the arts; and

*Whereas*, State Education Department (SED ) policy indicates that select courses on CDOS and CTE may be used to fulfill the 1 unit of art required for graduation; and

*Whereas*, students opting to use those select courses for art credit are expected to achieve the art standards although there is no SED oversight for accountability regarding achievement of those standards,

*Be it resolved* NYSATA will ask SED to require validation of achievement of the arts standards through means such as high performance on the State Arts Assessment or some other valid and reliable measure of achievement.

#### **FIVE Academic Intervention**

*Whereas*, the State Education Department (SED) has established the necessity for all students to achieve success in 28 Learning Standards, including the visual arts; and

*Whereas*, regulations proscribe the necessity for academic intervention (AI) when students do not meet the Learning Standards according to AI indicators drawn solely from the results of standardized tests in the English Language Arts and Mathematics; and

*Whereas*, Regulations state that AI should not prevent a student from achieving any Learning Standard, and suggest that AI can take place in the context of an extended day, despite the fact that many students cannot participate in an extended day;

*Be it resolved* NYSATA urges the SED to assist districts in finding solutions to the need for AI that do not negatively impact student access to sequential learning in standards areas such as visual arts.

#### **SIX Support for the State Assessment in the Arts**

*Whereas*, the New York State Learning Standards include the Learning Standards in the visual arts, and are being implemented in the schools; and

*Whereas*, the Standards call for assessments to report student success in achieving those standards; and

*Whereas*, the State Education Department (SED) has a goal of providing a statewide system of accountability based on reliable data reporting student success in achieving all standards; and

*Whereas*, NYSATA has worked with the State Education Department to develop the NYS Assessment in the Arts to provide valid and reliable data on success in the visual arts,

*Be it resolved* SED will be informed of NYSATA's continuing commitment to completion and implementation of the New York State Assessment in the Arts.

#### **SEVEN Support for Hiring an Associate in the Arts at NYSED**

*Whereas*, historically there have been at least two associates in the arts at the State Education Department; and

*Whereas*, the needs of visual arts educators are substantially different than those of Music Educators; and

*Whereas*, the State Education Department has recently filled 'empty positions' in content area associates areas,

*Be it resolved* NYSATA urge the Department to fill the vacant Associate position in the Visual Arts.