

Negotiated Rulemaking Committee Minutes

Arts Meeting

10am – 5pm, January 28, 2016

The Capitol Building, Helena, MT

Present Committee Members

Andrew Loftus, Director of Music and Fine Arts, Bozeman

Melanie Charlson, Teacher, Missoula (via teleconference)

Lynda Brannon, Citizen, East Helena

Jo Newhall, County Superintendent, Livingston

Jael Prezeau, Division Administrator, Office of Public Instruction

Emily Kohring, Director of Arts Education, Montana Arts Council

Pete Donovan, Executive Director, Board of Public Education

Ann Gilkey, Chief Legal Counsel, Office of Public Instruction

Robin Kratz, School Board Trustee, Valier

Welcome

Facilitator Tammy Elser convened the meeting at 10:00am and thanked committee members for meeting again to focus on the economic impact of the proposed arts standards.

Jael Prezeau spoke on behalf of Superintendent Denise Juneau, thanking the committee for its hard work and expressing the Superintendent's eagerness to take the standards to the Board of Public Education.

Review of Sept 2015 Meeting and Standards Decisions

Tammy Elser first led the committee through a review of the results of the October 26, 2015 meeting. It was noted that the proposed standards have changed since that meeting. Superintendent Juneau reviewed the standards' recommendations from that meeting and either accepted or rejected the committee's and writing team's recommendations. OPI's internal standards team then worked to craft the documents the committee now has, and although they now look different, the document remains true to the essence of what the committee recommended.

The committee was given time to review the changes and points to consider on the shared PowerPoint slide:

- Some of the language included by the writing team was more appropriate for a model curriculum guide rather than for the Administrative Rules of Montana (ARM).
- The standards retain the essence of the original document and allows Montana schools flexibility in implementing them.
- Eighty percent of Montana schools are classified as small schools, and the ARM must reflect every school's ability to successfully meet the standards.
- School districts always have the option to go beyond what is required.

The committee was reminded of the three major changes to the arts standards since they were last rewritten in 1999.

- The new standards are grouped by grade level for K-5 and in grade bands for 6-8 and 9-12, which clarifies learning expectations and gives schools flexibility in terms of staff. The proposed rule is written in a manner that allows elementary-endorsed teachers who often are responsible for teaching Arts Education to easily see the learning progressions.
- The proposed standards contain a new content area – Media Arts.

Given the changes made, the following questions and/or feedback was provided by the committee:

- What was the Superintendent’s process for making these changes? Did she play a big role in these revisions?

OPI Response: Yes, Superintendent Juneau was very much involved in the crafting of the standards as they now are. She provided guidance to a small, internal OPI team to rework the standards, and reviewed the group’s progress along the way.

- Given all the revisions, are schools now given leeway to not have any arts?

OPI Response: That concern is appropriate, but it’s important to remember that the content standards are about student learning expectations. There are program delivery standards in Chapter 55 that require the presence and delivery of art education at all grades, as well as specifying the number of credits a student requires in fine arts in order to graduate.

As a member of the writing team, committee member Emily Kohring, acknowledged the fact that the proposed art standards as they are now drafted respects the work that the writing team did by retaining the eleven anchor standards. She added her hope is that schools go above and beyond what is written, as several schools in the state are already actively doing.

The work of the writing team was further recognized due to the identifying resources and activities it identified to accompany the standards. The committee was reminded that ARM looks a lot different, but the negotiated rulemaking process is validating arts curriculum in schools.

Tammy Elser called for the committee to indicate its support of the current draft standards. The committee unanimously indicated approval and agreement with the draft proposed standards as they are now.

Economic Impact Statement Report

The committee was reminded that the purpose of the day’s meeting was providing recommendations to the Superintendent about the fiscal impact of the proposed standards. The committee is not tasked with drafting or approving, or providing actual costs to activities.

OPI Chief of Staff Madalyn Quinlan provided the Economic Impact Statement (EIS) Report to the group. OPI’s drafted EIS was shared with the committee. In preparation for providing recommendation, the committee was provided background on the process used to prepare the EIS. The committee was then walked through the findings of the survey, and lastly, a more in depth discussion of information contained in the EIS.

Process

- School districts had between January 6, 2016 to January 22, 2016 to review the current and proposed standards and respond to 20 content questions in a survey.
- Question 3 asked “Do you anticipate that your district will be able to meet the proposed standards with existing resources?” Respondents that answered with “yes” were directed to the end of the survey to provide any comments they wanted to share. Respondents that answered with “no” were led through questions specific to instructional materials, personnel, professional development, and time and resources for curriculum development.

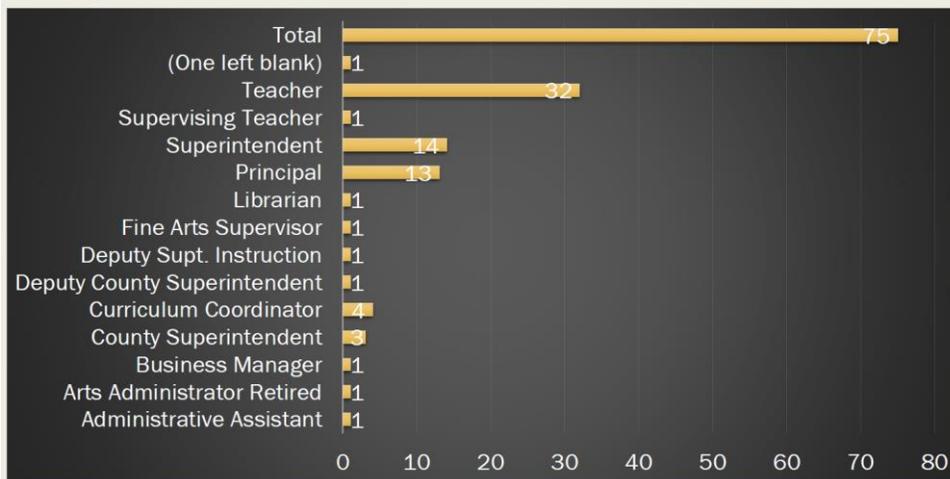
Findings

- 62 school systems and 34 counties responded to the survey (roughly 20% of the systems in the state)

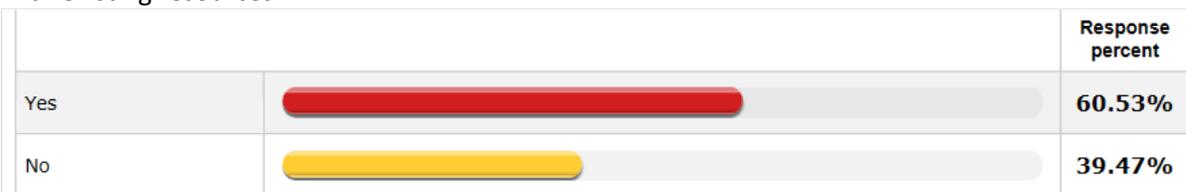
Type of District	Responses
Independent Elementary	16
Independent High School	1
K-12 System	55
District Size	Responses
Large School System	5
Medium School System	25
Small School System	27

- Most surveys were filled out by school and district leadership and teachers.

Respondent Roles



- 60.53% of survey respondents anticipate that their district will be able to meet the proposed standards with existing resources



Committee Questions

Following the survey process and findings discussion, no questions were asked about either by the committee.

A Closer Look at Draft EIS Report

Madalyn Quinlan continued the discussion by walking the committee through the main sections of the EIS, which follows a specific reporting template. It was noted that the introduction serves as a reminder to the

Education and Local Government Committee of the purpose of standards adoption, the content areas that have standards, and the justification for the EIS as determined by Montana law.

Important points were shared from other sections of the EIS specific to the implications of the new standards and their impact on Montana and its students. The points included:

- The new standards are grouped by grade level for K-5 and in grade bands for 6-8 and 9-12, which clarifies learning expectations and gives schools flexibility in terms of staff. The proposed rule is written in a manner that allows elementary-endorsed teachers who often are responsible for arts education to easily see the learning progressions. It was noted that comments from the survey confirm that educators support this change.
- To address professional development around newly adopted arts standards, OPI has a detailed plan for what it is doing and will do to provide opportunities across the state.
- Adopting new standards is needed because they have not been revised since 1999, arts education provides engagement for students, and also helps to improve graduation rates.

In reference to the second bullet above, the OPI provided more details about the professional development planning work its doing across the state to support educators.

Jael Prezeau explained that the Content Standards and Instruction Division is responsible for support and service around the content standards and professional learning. The division's goals includes improving communication, collaboration, and cooperation within the agency and with outside providers.

To accomplish these goals, CSI has developed:

- 3 Big Ideas email – weekly newsletter emailed to 2700 educators across the state with support for continued professional learning
- Montana Providers of Professional Learning Network – group of the state's key stakeholders inside and outside the OPI working to improve the system for providing high quality professional learning for teachers
- [Learning Opportunities Portal](#) – Website that shares professional learning events from across the state, both in-person and online
- [Teacher Learning Hub](#) – online learning platform provided at no cost to teachers that brings professional learning to them
- Content Standards and Instruction Liaisons – Eight individuals placed regionally across the state to provide a communication connection to the field by attending MASS meetings and conferences.
- Teacher Leader in the Arts program (in cooperation with the Montana Arts Council under the direction of Education Director Emily Kohring)

Brief presentations (with online demos) were provided to the committee about the Learning Opportunities Portal, the Teacher Learning Hub, and the Teacher Leader in the Arts project.

Learning Opportunities Portal

The [Learning Opportunities Portal](#) (Portal) brings professional learning listings from OPI and other external providers in one place so educators can easily see everything happening across the state. The Portal has two areas – a calendar and catalog. The calendar is featured on the main page and allows the user to search each month based on location and topic. Currently, the calendar has over 75 listings from February – May, with 1/3 of the listings online and almost half offered at no cost to educators. The catalog is available if the user cannot find a learning event that addresses the learning need. It allows the user to search offers from providers

across the state by content area, job type, and grade level taught. Contact for more information is [Tara Steinke](#).

Teacher Learning Hub

As an example of the funding dedicated to professional development, a demonstration of the [Teacher Learning Hub](#) (Hub) was provided to the committee. The Hub, an online learning platform, will be used to reach and support teachers from across the state as they implement the new standards. Individuals can set up an account and register to take courses for free. This allows teachers to stay in place and also limits the costs for the teacher and the district.

The Hub provides two types of courses, facilitated and self-paced. Facilitated courses have a start and end date, instructor, online participation at a certain time, along with the opportunity to earn graduate or renewal units. Self-paced courses allow users to work at their own pace with no facilitator to earn renewal units. These courses are most often between two to four renewal units, providing short and quick engagement to improve skills and teach educators about resources. Contact for more information is [Jessica Bryant](#).

Teacher Leader in the Arts

The Teacher Leader in the Arts (TLA) project represents a blended learning model that is currently in the pilot phase with its initial cohort of teachers/artists. Using the teacher leader approach, the TLA project has identified a network of art leaders from across the state to act as coaches, mentors, and advocates to help fellow teachers integrate arts into their classroom.

The TLA group came together in the summer of 2015 at Salish Kootenai College – incorporating a good statewide distribution of teachers and art specialists. The group talked about the theory of using arts in the classroom, the standards, what arts integration is and isn't, visual thinking strategies, learning advocacy and reaching out, and also had studio time to explore their artistic sides and learn to be "risk-takers." They also created curriculum ideas, shared them with the group, and formulated plans for completing field projects back in their communities. The field projects are currently being implemented in their home schools/communities under the mantra, "make learning visible." The cohort continues to meet as a PLC split into three groups based on their location/size – reservation schools, small schools, and AA schools. Webinars also support their work, and the group will be reconvening again in April to share results from their field projects and plan next steps.

TLA hopes to expand and bring on more cohorts of teachers and art specialists, and has submitted a grant to the NEA to help support that work. The greatest goal is to build professional learning communities in the regions, where the teachers are the leaders, mentoring one another and sharing best practices.

Following the TLA presentation, the committee watched a [video recap](#) of the Teacher Leader in the Arts Academy created by participant Wes Hines.

Small Group Discussion – Professional Learning and Instructional Materials

The committee was then split into two groups and each was asked to identify the both “basic” and “optimal” support for professional development and instructional materials around the proposed Montana Arts Standards.

Arts Small Group 1

- Jael Prezeau, Division Administrator, OPI Content Standards and Instruction
- Pete Donovan, Executive Director, Board of Public Education
- Lynda Brannon, East Helena citizen
- Robin Kratz, Valier school board trustee

Chart Paper Notes

Materials	
Basic	Optimal
Background materials and “how to” integrate	Being able to provide <ul style="list-style-type: none"> • Dance • Music • Media arts • Theatre • Visual arts FOR ALL STUDENTS (Integrated throughout the school day) With leadership that knows how and why to do it And with their community
Small rural schools may need staff and facilities to do anything	Outreach from higher ed—Arts to rural schools (like Missoula Children’s Theater)
“Patchwork” guidance book for small schools	MT Arts Teacher Group – cross pollination
Digital Academy – vetted, engaging arts courses for kids	
OPI – pull all of the resources together to match standards, available, easy access, and communicated to all teachers	
School Board Arts information	
Guidance for how to use existing facilities for visual and performing arts	

Professional Development	
Basic	Optimal
Interest in your own discipline –rekindle engagement	
Communication regarding information about Arts standards, instruction and materials	
Provide workshops for school administrators about Arts (Why? How to do it on little \$ - how to find grant \$)	Full integration of Arts across all curricular areas
Send out postcards	Cross district cooperation to share staff and resources
Cross-curricular integration	Instruments for music programs
Importance of an arts program in school	
<p>Services:</p> <ul style="list-style-type: none"> • Internet – Hub and Portal • Radio/PSA spots • MCEL, MEA-MFT, MASS, MT Arts Council • Curate videos from GoTo Meetings • Stakeholders and Providers get newsletters from OPI and MAC 	
“Patchwork” book How To	
Training for School Boards (Use Liaisons?)	
Tap into community members to provide trainings for teachers	
Tap into community resources and services (museums and libraries)	
Connect with the MSSA	
Prioritize K-5 teachers and what they need	

Additional Notes from Assigned Notetaker

Colet Bartow, OPI CSI

- Recommendation that all schools take inventory of what they have that could help with implementation.
- Discussion of targeting MTSBA and SAM to connect with information school leaders need to make decisions about implementing Arts programs.
- Need to balance funding for salary and materials to staff small school programs.
- Need to have access to current digital tools for media arts and music programs.
- Use videos to introduce standards to various audiences, explain leadership skills and tools for arts implementation

Arts Small Group 2

- Emily Kohring, Montana Arts Council Director of Arts Education
- Andrew Loftus, Bozeman School District Director of Music and Fine Arts
- Jo Newhall, Livingston County Superintendent
- Madalyn Quinlan, OPI Chief of Staff

Chart Paper Notes

Materials	
Basic	Optimal
Model Curriculum Guides on OPI website – modeled after the IEFA website	Facilities
Technology for Media Arts	Instruments
Peer Networks	Staff
Online Resources	Special art or media supplies (kilns, etc)
Assessment tools	Scholarship \$ for teachers for deeper study
Model lessons for integration	Residency \$
Every student experience all 11 standards in one discipline	
Common vocabulary	

Professional Development	
Basic	Optimal
Define: What is Media Arts?	In-depth PD for Art Specialists
Infusion of workshops	What does this look like in “MY setting/context”
MEA/MFT Conference	Shared resources- online curriculum bank?
Crosswalk of what is changing in standards – could be a Hub course	Current trends and best practices in content area
Arts Integration training – (SPARK good model)	Make art teacher leaders in buildings
Teachers need confidence	Arts Summit! With arts organizations stakeholders
Pre-service training	Research on IMPACT of arts on <ul style="list-style-type: none"> • Attendance • Graduation rate • Performance
Online tools	
Teaching artists	

Planning time	
Assessment tools and training	

Additional Notes from Assigned Notetaker

Christy Mock-Stutz, OPI CSI

- These standards are for all teachers who may teach art
- IEFA has a great website of resources, the group suggests modeling after that website
- MEA/MFT is a valuable partner in communicating the changes to the standards
- Teachers are afraid of art, find ways to increase their confidence

- Arts integration is particularly important for small schools
- Training specifically for arts specialists will help these specialists in supporting teachers in small and large school districts
- Partnering with Professional learning organizations is key to implementation- an Arts SUMMIT would be a great way to build those partnerships- maybe in September?
- Create arts leadership positions in schools
- Professional development on media arts, it does not necessarily mean the school has to have a Mac lab, but there are lots of accessible technologies to produce media arts projects
- Where does media arts fall- with the business departments or the arts departments?

Committee Feedback

The committee was asked to weigh in on two innovative processes that were used with the committee, Google Documents to share and contribute, and the use of dual screens to simultaneously show the Google Document and the committee’s decisions. The group agreed that the Google Document was beneficial to the process, but indicated that the dual screens were not necessary. The committee also indicated that the small group process was helpful in helping identify support for statewide implementation of the proposed Arts Standards.

Public Comment

There was no public comment.

Closing Remarks and Adjournment

Jael Prezeau expressed gratitude to the committee for its time, noting that the hard work and dedication of each member demonstrates the great commitment to improving Montana students’ arts education.

The meeting was adjourned at 2:11pm.

Submitted by OPI Assigned Note Taker:

Tara Steinke, 2/2/2016