Individual Arts Assessment Pathway (IAAP) Professional Development module

Module 1: Getting Started
Welcome

Welcome!

This Professional Development Module is part of a series available to assist Districts in applying for and implementing their local IAAP.

Module 1: Getting Started
Module 2: Planning and Applying for the IAAP
Module 3: Guidance for Students and Teachers

Forthcoming
Module 4: Grading IAAP Portfolios
Module 5: Wrap-up and Reflections
Module Objectives

Participants will be able to:

- Review the Conceptual Framework of the Learning Standards for the Arts
- Give an overview of the Individual Arts Assessment Pathway (IAAP) to interested students, parents, teachers and/or administrators
- Provide reasons why schools should consider creating their local IAAP
- Explain the timeline for a school to develop its IAAP
- Name the required components of the IAAP application form
- Know the timeline for the IAAP application process
Arts Standards
Conceptual Framework
# New York State Learning Standards for the Arts

## Conceptual Framework

### Artistic Processes

<table>
<thead>
<tr>
<th>Cr</th>
<th>Creating</th>
<th>Concepting and developing new artistic ideas and work.</th>
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<tbody>
<tr>
<td>Pr</td>
<td>Presenting</td>
<td>Interpreting and sharing artistic work.</td>
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<tr>
<td>Re</td>
<td>Responding</td>
<td>Understanding and evaluating how the arts convey meaning.</td>
</tr>
<tr>
<td>Cn</td>
<td>Connecting</td>
<td>Relating artistic ideas and work with personal meaning and external context.</td>
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### Anchor Standards

| 1. | Generate and conceptualize artistic ideas and work. |
| 2. | Organize and develop artistic ideas and work. |
| 3. | Refine and complete artistic work. |
| 4. | Select, analyze, and interpret artistic work for presentation. |
| 5. | Develop and refine artistic techniques and work for presentation. |
| 6. | Convey meaning through the presentation of artistic work. |
| 7. | Perceive and analyze artistic work. |
| 8. | Interpret meaning in artistic work. |
| 9. | Apply criteria to evaluate artistic work. |
| 10. | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. |
| 11. | Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. |

### Discipline-Specific Performance Indicators

- All Arts Disciplines
  - Performance Indicators are written for each grade level within each arts discipline:
    - Pre-K – 8
    - High School
      - HSI – Proficient
      - HSS – Accomplished
      - HSIII – Advanced

- Music Only
  - General Music
    - Pre-K – 8
  - In additional strands:
    - Harmonizing Instruments
      - Traditional and Emerging Ensembles
        - Novice – Gr 5
        - Intermediate – Gr 8
    - Composition
      - Theory, Technology
        - HSI – Proficient
        - HSS – Accomplished
        - HSIII – Advanced
Four Processes
The Arts Standards are organized in four Processes

Creating
Conceiving and developing new artistic ideas and work

Performing/Presenting/Producing
Realizing artistic ideas and work through interpretation and presentation

Responding
Understanding and evaluating how the arts convey meaning

Connecting
Relating artistic ideas and work with personal meaning and external context
Eleven Anchor Standards
The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

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Cr: Creating
Pr: Performing/Presenting/Producing
Re: Responding
Cn: Connecting
The Standards include Performance Indicators by grade level for Pre-K to 8 and three achievement levels for High School. The Performance Indicators reinforce a progression of skills, abilities, knowledge and socio-emotional development as grade levels increase. Some students may require increased challenges or increased support to achieve or exceed grade-level Performance Indicators listed in the standards.
Individual Arts Assessment Pathway (IAAP)

+ 1 graduation pathway option

Locally determined three-unit sequence in the arts

Based on student interests

Demonstration of growth over time

Aligned to the High School II Accomplished Performance Indicators

Preparation for future experiences and opportunities in the arts!
Why offer the Individual Arts Assessment Pathway (IAAP)

The IAAP offers high school students a graduation pathway that prepares them for future professional and educational experiences and opportunities in the arts.

Increasing student engagement with the arts is a vital step in realizing the goal of artistic literacy enumerated in the NYS Statewide Strategic Plan for the Arts.

Current research demonstrates that engagement with the arts leads to growth in cognitive skills, such as self-efficacy, empathy, and social engagement that are necessary in all areas of work and life.
IAAP 4+1 Pathway

The IAAP could be used as an Arts Pathway pending approval from the Board of Regents.

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All students must pass 4 required assessments (one in each discipline)

Pathways

- STEM
- Humanities
- Arts
- LOTE
- CTE
- CDOS

Diploma Types  Multiple Pathways
Individual Arts Assessment Pathway (IAAP) Development History
Blue Ribbon Commission Arts Pathway Recommendations

The Blue-Ribbon Commission for the Arts identified the criteria for authentic measures of arts learning.

- Embedded and responsive to local curriculum
- Aligned to the new 2017 Arts Standards
- Available to ALL students (Equity Focus)
- Shared structure and guidelines, individually determined submissions
- Digitally stored, curated collections of student work
- Scored locally and/or regionally
- Developed and vetted by Arts Teacher Professionals from across the State
- Cost-effective
Blue Ribbon Commission (BRC) 2015-2019

2015 BRC approved by the Board of Regents, participants invited and convened

2017 Strategic plan for the Arts completed, new Arts Learning Standards adopted

2018 BRC completes research, reports and recommendations

2018 Review of BRC sub-committee reports, Arts Assessment Experts (AAE) Indiv. Arts Assess. Pathway (IAAP) Model; revised simplified model further developed internally with Office of State Assessment

2019 Draft IAAP plans, and budgets prepared; Working Group members secured; March 2019-BRC convened at Teachers College for final update and future plans aligned to their recommendations

2019 (cont.) September-IAAP Discipline chairs meet; and correspond with Arts Assessment Experts; Chairs express desire to wait for new Arts Associate to continue IAAP development
The Individual Arts Assessment Pathway (IAAP) At-a-glance
First Year/First Unit of Study

**Students**
- During first unit of study (Foundation level arts class) gain information on the IAAP 4+1 Pathway from your teacher.
- Meet with teacher for consultation to discuss interest or express tentative interest.
- Discuss and plan out HSII electives for the following year(s).
- Select one to two creative works that meet State determined IAAP portfolio criteria with guidance from teacher.

**Teachers**
- Introduce IAAP requirements and survey student interest.
- Follow District’s plan for collection and storage of creative works either physically or digitally as applicable.
- Assist students select artwork and artifacts that demonstrate their progress and growth through the year should they continue with the IAAP.

**Districts**
- Support teachers by offering professional development on IAAP implementation.
- Raise awareness of IAAP implementation with all stakeholders.
- Develop grading protocols and procedures to train teachers in implementation—this could be spread out over the first three years.
### Second Year/Second Unit of Study

#### Students
- Declare intention to continue the IAAP during second unit of study (HSII electives).
- Self-select, with teacher guidance, two-three creative works that meet the appropriate Arts Standards and Performance Indicators at the HSII Accomplished level using a locally developed rubric or other mechanism. This process of self-selection (curation) transitions a portfolio from a *Working* to *Select* portfolio of two and/or two to three works that are saved for final submission.

#### Teachers
- Assist students in development of their creative ideas.
- Provide feedback on creative works.
- Develop (or utilize) tools for peer and self assessment.
- Assist student in choosing work for their *Select* portfolio and counsel on works included.

#### Districts
- Continue to offer PD to teachers on submission, grading, and supporting students through the IAAP.
- Prepare to grade submitted portfolios based on a state and locally developed rubric for the Arts at the HSII Accomplished Level.
Third Year/Third Unit of Study

Students

- At the end of the final unit of study, assemble Final Portfolio which includes:
  - A student curated collection of five to six creative works (one from a foundation course, and two or more from each of the 2nd/3rd unit of study);
  - Measures such as self/peer-assessments, reflections and journal entries developed over time.
- Submit Final Portfolio for local grading.

Teachers

- Provide guidance for students in choosing all elements of the Final portfolio.
- Develop opportunities for feedback and reflection such as through critiques, peer or self-assessment.
- Assist students in submitting final portfolio for local scoring.

Districts

- Continue to offer PD to teachers on submission, grading, and supporting students through the IAAP.
- Prepare to grade submitted portfolios based on a state and locally developed rubric for the Arts at the HSII Accomplished levels.
The Department in consultation with the IAAP Development Committee has created implementation guides for:

- Visual and Media Arts
- Music
- Theater
- Dance

Implementation guides include:

- Mandatory portfolio requirements
- Application process overview
- Sample rubrics
- Implementation considerations
- Resources for teachers and students
Individual Arts Assessment Pathway (IAAP)
Implementation Timeline Overview
Districts choose to apply to offer the IAAP 4+1 Pathway

District reviews implementation guides and professional development modules.

District submits IAAP application on the NYSED Business Portal

Districts application is reviewed and approved by NYSED

District raises awareness of the IAAP with local stakeholders

District provides Professional development for HS Arts teachers

First unit of study begins in September after application
IAAP Development Timeline

**July–Aug. 2021**
Virtual asynchronous work to prepare drafts of materials for review

**Nov.–Dec. 2021**
Selection of schools for pilot; final pilot preparations

**Jan.–Aug. 2022**
Planning; monitor and assist pilot schools with local IAAP development

**Spring 2023**
Revise IAAP materials based on pilot feedback; IAAP applications open for all districts

**Sep.–Oct. 2021**
Survey districts interested in pilot participation

**Jan. 2022**
Dissemination of pilot materials for planning to selected pilot schools

**Sep. 2022**
Pilot Year One Begins In Schools

**Sep. 2023**
IAAP Full Implementation Year 1; pilot schools begin year 2
Review of Module objectives

- Review the Conceptual Framework of the Learning Standards for the Arts
- Give an overview of the Individual Arts Assessment pathway to interested students, parents, teachers and/or administrators
- Provide reasons why schools should consider creating their local IAAP
- Explain the timeline for a school to develop its IAAP
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- Know the timeline for IAAP for the IAAP application process
Before the next module

- Review the NYSED IAAP Implementation Guide [add link]
- Identify and confirm IAAP Committee members
- Consider in which discipline(s) the IAAP will be locally developed
- Engage with stakeholders such as Arts teachers, students, administrators, parents/guardians and community members to raise awareness of the IAAP
All resources for the New York State Learning Standards for the Arts are found on the: NYSED Arts Learning Standards Web Page

**Media Arts**
- MEDIA ARTS Standards At-a-Glance
- MEDIA ARTS Process Anchor EU Tables Poster
- MEDIA ARTS Process Anchor EU EQ Poster
- MEDIA ARTS Standards Glossary NYS Arts Standards

**Dance**
- DANCE Standards At-a-Glance
- DANCE Process Anchor EU Tables Poster 8.5x11
- DANCE Process Anchor EU EQ Poster
- DANCE Standards Glossary
Arts Learning Standard Resources

**Visual Art**
- VISUAL ARTS Standards At-a-Glance
- VISUAL ARTS Process Anchor EU Tables Poster
- VISUAL ARTS Process Anchor EU EQ Poster
- VISUAL ARTS Standards Glossary

**Music**
- MUSIC Standards At-a-Glance
- MUSIC General Process Anchor EU EQ Poster
- MUSIC Ensemble Process Anchor EU EQ Poster
- MUSIC High School Process Anchor EU EQ Poster
- MUSIC Standards Glossary
NYSED’s
Office of Standards & Instruction
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