



July 31, 2009

Legislative Reference Library  
645 State Office Building  
100 Constitution Avenue  
St. Paul, Minnesota 55155

Re: In the Matter of the Proposed Rules of the State Department of Education Governing Arts Academic Standards, *Minnesota Rules*, 3501.0800-3501.0815; Request to Schedule a Rules Hearing and Request to Review Additional Notice Plan; Governor's Tracking Number 481

Dear Librarian:

The Minnesota Department of Education intends to adopt rules governing arts academic standards, *Minnesota Rules*, 3501.0800-3501.0815. We plan to publish a Dual Notice in the August 3, 2009, State Register.

The Department has prepared a Statement of Need and Reasonableness. As required by Minnesota Statutes, sections 14.131 and 14.23, the Department is sending the Library a copy of the Statement of Need and Reasonableness at the same time we are mailing our Notice of Intent to Adopt Rules.

If you have questions, please contact me at (651) 582-8669.

Yours very truly,

A handwritten signature in black ink that reads "Kathryn Olson".

Kathryn Olson  
Rulemaking Coordinator

Enc: Statement of Need and Reasonableness

# Minnesota Department of Education

## STATEMENT OF NEED AND REASONABLENESS (SONAR)

### Proposed Permanent Rules Relating to Academic Standards for Arts Education *Minnesota Rules, 3501.0800 – 3501.0815, and* Repeal of *Minnesota Rules, 3501.0620, 3501.0625, 3501.0630 and 3501.0635.*

#### INTRODUCTION

States across the nation are developing, implementing, measuring and revising K-12 academic standards. They are building the foundation of a relatively new approach to educational improvement—an approach that focuses instruction on the most important knowledge and skills of the discipline. Once these learning targets are established and understood, educators can effectively plan instruction and other educational supports to help their students. A standards-based system has implications not only for instruction, but accountability, as well. It shifts the traditional accountability focus from education *inputs* such as number of school days or credit hours to student achievement of the standards. A system that is “standards-based,” therefore, shines a spotlight on the results or *outcomes* of student learning.

The promise of standards-based education in Minnesota is that establishing state expectations for what students should learn can improve student achievement, while still allowing local districts to determine the curriculum, instructional methods, assessment tools and learning environments that will help their students achieve the standards. The first step in creating a standards-based education system is the development of *academic standards*—the learning targets or, more specifically, the statements of the most important knowledge and skills in a discipline. The state’s current arts standards were established in 2003 after several years of standards-based reform initiatives at the state and federal levels. These proposed revisions refine the state’s arts academic standards to better target the most important knowledge and skills in the arts.

Minnesota’s history with standards-based initiatives spans more than a decade. Public schools implemented state academic standards for the first time in 1997 when they were required to implement the state-mandated *Profile of Learning*. The development of the Profile standards was spurred, in part, by the Elementary and Secondary Education Act (ESEA) re-authorization that occurred in 1994. The ESEA re-authorization required the establishment of statewide academic standards in core content areas. In 2003, the Minnesota Legislature repealed and replaced the Profile of Learning with required state academic standards in mathematics, language arts, science and social studies; with required state or locally developed academic standards in the arts; and with locally developed standards in vocational and technical education and world languages. *See* 2003 Minn. Laws 129, art 1, § 3, Minn. Stat. § 120B.021, subd. 1. The legislature required these new academic standards in order to maintain Minnesota’s commitment to rigorous educational expectations for all students, as well as to comply with the re-authorization of the ESEA, now widely known as the *No Child Left Behind Act of 2001*. Pub. L. 107-110. In 2004, the Minnesota Legislature adopted legislation that also required districts to develop local standards in health

and physical education. *See* 2004 Minn. Laws 294, art. 2, § 2, Minn. Stat. § 120B.021, subd. 1(5).

Legislation passed in 2006 requires that Minnesota's academic standards be revised to reflect an increased level of rigor that prepares students with the knowledge and skills needed for success in college and the skilled workplace. The legislation also establishes a timetable and requirements for revising state academic standards in each subject and directs the Minnesota Department of Education (department) to revise these state academic standards. Minn. Stat. § 120B.023, subd. 2.

In 2003, the Minnesota Legislature adopted a law requiring academic standards for arts education. Minn. Stat. § 120B.021, subd. 1(6). The legislature provided that while arts is an academic area subject to statewide accountability, school districts may choose whether to follow the state standards that are the subject of this proposed rulemaking or, in the alternative, implement locally developed academic standards in the arts. School districts must offer to students in elementary and middle school at least three and require at least two of the arts, selecting from the areas of dance, music, theater and visual arts. High schools must offer at least three and require at least one of the arts, selecting from the areas of dance, music, theater, visual arts and media arts. Minn. Stat. § 120B.021, subd. 1(6).

To support new graduation requirements, the legislature called for the standards in each subject area to be revised beginning in the 2007-08 school year, and for students to satisfactorily complete the revised standards beginning in the 2010-11 school year. Minn. Stat. § 120B.023, subd. 2. The revised standards must include—

- Technology and information literacy standards, and
- College and work-readiness skills and knowledge.

In addition to these requirements, the review and revision of required academic standards must include the contributions of Minnesota American Indian tribes and communities as they relate to the standards. *See* Minn. Stat. § 120B.021, subd. 1.

The standards revision process began with the solicitation and formation of an Arts Standards Revision Committee (the committee), a group consisting of K-12 arts teachers, postsecondary arts instructors, business and community representatives, and parents. Applications for the committee were submitted online and the commissioner selected 22 applicants. Two co-chairs were named, both of whom had leadership roles in the implementation of the 2003 arts standards in Minnesota schools. In addition to knowledge of arts content and pedagogy spanning the K-12 grade levels, members brought to the committee expertise that included teaching students with special needs, English Language Learners, low-income students and urban and rural students. Parents, business and higher education faculty were also represented on the committee.<sup>1</sup> Staff from the Perpich Center for the Arts also facilitated the committee in collaboration with the Minnesota Department of Education.

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<sup>1</sup> *See* Attachment A to this SONAR for a list of members of the Arts Standards Revision Committee.

The committee met from September 13, 2007, through February 22, 2008. Several members of the committee served on the Technical Writing Team, a sub-set of the committee charged with the writing of initial drafts of the revised standards. The committee met nine times to review feedback and provide direction to the Technical Writing Team. The Technical Writing Team met in between meetings of the full committee and revised the draft according to direction provided by the committee.

The department invited the public to submit suggestions for revising the standards through an online process that was completed prior to the first meeting of the committee. The feedback was collected, sorted into categories of like suggestions, and submitted to the committee for consideration. The committee relied on significant research in arts education throughout its standards development process, including the National Assessment of Educational Progress 1997 Arts Report Card: Eighth Grade Findings; Champions of Change: The Impact of the Arts on Learning<sup>2</sup>; and Critical Links: Learning in the Arts and Student Academic and Social Development<sup>3</sup>. The committee also carefully reviewed state and national standards in all of the arts areas, including the National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts and state arts standards from Indiana, Utah, Wisconsin, New York, Florida and Nebraska. After careful consideration of the online feedback, standards from other states, national frameworks documents and national reports, and much discussion on specific arts and education issues in each of the disciplines, the committee prepared a draft of the revised arts academic standards. The department solicited feedback on the draft revisions from a number of sources in the following ways:

- The public was invited to submit online feedback regarding the first draft of the revised standards.
- The public, including school administration representatives, was invited to ask questions and submit comments at regional meetings hosted by MDE Assistant Commissioner Karen Klinzing, Academic Standards and P16 Initiative Director Beth Aune, Perpich Center Director of Professional Development Michael Hiatt and other department staff. The meetings were held in November in Rochester, Marshall, Duluth, Bemidji and Golden Valley. A total of 183 people attended these regional meetings and participated in the discussions.
- The Commissioner's office hosted small meetings with representatives from the Minnesota Music Educators Association, Art Educators of Minnesota and other groups of interested stakeholders.
- The department convened a team of special education professionals to review the draft standards for items that might be biased against students with special needs.

Finally, the department solicited detailed feedback from several reviewers widely considered to be experts in K-12 standards and arts education. Each expert recommended improvements to the overall draft, paying close attention to the arts area(s) for which they have particular expertise.

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<sup>2</sup> A report by the Arts Education Partnership and the President's Committee on the Arts and the Humanities that compiles seven studies of arts education. Available online at <http://aep-arts.org/files/publications/ChampsReport.pdf?PHPSESSID=5d1d37dc05ad7f5daa079fb34d7077b3>.

<sup>3</sup> A report by the Arts Education Partnership that reviews and summarizes 62 research studies on the impact of arts education on students. Available online at <http://aep-arts.org/files/publications/CriticalLinks.pdf>.

The expert reviewers included the following:

- Dale Schmid, Fine & Performing Arts Coordinator, New Jersey Department of Education, Trenton, New Jersey (reviewer for Dance);
- Jacqueline H. Wiggins, Ed.D., Department of Music, Theater and Dance, Oakland University, Rochester, Michigan (reviewer for Music, Theater); and
- Robert Sabol, Ph.D, Associate Professor of Art and Design, Chair of Art education program, Purdue University, West Lafayette, Indiana; (reviewer for Visual Arts, Media Arts).

Committee members from higher education institutions also conducted a careful analysis relating to college and work readiness. This analysis was instrumental in producing the final standards. The committee considered the feedback from all of these sources in making its final changes to the draft standards revision.

The need for standards in arts education has been a vital and active part of the educational reform movement all across the country as well as in Minnesota since the early 1980s. The publication of *A Nation at Risk* in 1983 served as a wake up call to arts educators in the United States about the importance of arts education as a core part of every child's education. This national report by the National Commission on Excellence in Education barely addressed the need for arts education in our schools and subsequently caused a strong response from arts education leaders and supporters nationwide.

Standards in arts education are important for two key reasons. First, they clearly define the basic knowledge and skills necessary to make sense and use of all of the various arts disciplines. Second, they give school districts tangible guidelines to establish high quality curriculum that moves arts education from being an optional school activity to being a core curricular subject area for all children. With the passage of the *Goals 2000: Educate America Act*, Pub. Law 103-227 (1994), the arts were included as one of five core subject areas in federal education legislation, along with mathematics, language arts, science and social studies.

In 1994, the National Committee for Standards in the Arts, which included representatives from education, business, government and the arts, developed the National Standards for Arts Education.<sup>4</sup> According to the National Standards for Arts Education<sup>5</sup>, the arts are important to the education of the whole child for several reasons.

- The arts are worth studying simply because of what they are. Their impact cannot be denied. Throughout history, all the arts have served to connect our imaginations with the deepest questions of human existence: Who am I? What

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<sup>4</sup> The list of participants in the development of the National Standards for Arts Education is available at <http://artsedge.kennedy-center.org/teach/standards/contributors.cfm>. More information about the background to and development of the National Standards is available at <http://www.menc.org/resources/view/the-national-standards-for-arts-education-a-brief-history>.

<sup>5</sup> Consortium of National Arts Education Associations, MENC: The National Association for Music Education, *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts* (1994). Also available at <http://artsedge.kennedy-center.org/teach/standards/>.

must I do? Where am I going? Studying responses to those questions through time and across cultures as well as acquiring the tools and knowledge to create one's own responses is essential not only to understanding life but living it fully.

- The arts are used to achieve a multitude of human purposes: to present issues and ideas, to teach or persuade, to entertain, to decorate or please. Becoming literate in the arts helps students better understand and do these things.
- The arts are integral to every person's daily life. Our personal, social, economic and cultural environments are shaped by the arts at every turn, from the design of the child's breakfast placemat, to the songs on the commuter's car radio, to the family's night-time TV drama, to the teenager's Saturday dance, to the enduring influences of the classics.
- The arts offer unique sources of enjoyment and refreshment for the imagination. They explore relationships between ideas and objects and serve as links between thought and action. Their continuing gift is to help us see and grasp life in new ways.<sup>6</sup>

The arts, and therefore arts education, also are an important economic driver in our state. According to the study, *The Arts: A Driving Force in Minnesota's Economy*, conducted in 2006, Minnesota non-profit arts and culture organizations employed more than 22,095 people.<sup>7</sup> In 2000, direct spending by non-profit arts organizations in our state totaled an estimated \$485.8 million. The study found that the estimated economic impact of Minnesota nonprofit arts organizations is more than \$838.5 million. Employment in the arts is anticipated to grow in the future. The Minnesota Department of Employment and Economic Development projects that between 2006 and 2016, employment in the arts, design, entertainment, sports and recreational occupational groups is expected to grow by 27.5 percent compared to a percent employment increase in the overall jobs statewide.<sup>8</sup>

As society moves from the information age, where computational and sequential knowledge are stressed and valued, into a new conceptual age, the importance of imagination, innovation and creativity will become increasingly in demand.<sup>9</sup> According to Daniel Pink in his book, *The Whole New Mind*, the emphasis on creative thinking, problem solving, human collaboration and communication will only become increasingly important.<sup>10</sup> Arts education will play an important role in helping today's Minnesota students develop these emerging college and work readiness skills. As the late Senator Paul Wellstone observed,

There is no question learning how to sing or play a musical instrument can be an enjoyable and fulfilling experience for children of all ages. However, the benefits of an arts education for children extend far beyond simple enjoyment. Study after study has demonstrated that an arts

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<sup>6</sup> See *id.* at 131-132 (quoted from Appendix 3, Summary Statement).

<sup>7</sup> Minnesota Citizens for the Arts and the Forum of Regional Arts Councils of Minnesota, *The Arts: A Driving Force in Minnesota's Economy* (2006), available at <http://mncitizensforthearts.org/wp-content/uploads/2008/03/statewidefinalreport.pdf>.

<sup>8</sup> Data from the Minnesota Department of Employment and Economic Development Employment Outlook website, online at <http://www.deed.state.mn.us/lmi/tools/projections/Results.aspx?dataset=5&geog=2701000000&code=71> and <http://www.deed.state.mn.us/lmi/tools/projections/Results.aspx?dataset=5&geog=2701000000&code=000000>.

<sup>9</sup> Daniel H. Pink, *A Whole New Mind: Why Right Brainers Will Rule the Future* 2-4 (2005).

<sup>10</sup> *Id.*

education builds critical learning skills in our children. From the enhancement of a child's ability to solve complex math problems, to the maturity of a child's self-discipline, communication, and teamwork skills, arts education plays an important role in the early development of our children.<sup>11</sup>

The proposed revisions to Minnesota's arts academic standards will lead to improved arts education in Minnesota schools. In turn, improved arts education will help Minnesota students develop learning skills, self-discipline, communication and other intangible but critical skills for life-long learning and work success.

### **Statutory Authority**

In 2006, the legislature gave the department general rulemaking authority to revise and align the state's academic standards and high school graduation requirements in mathematics, arts, science, language arts and social studies beginning in the 2006-07 school year and continuing through the 2019-2020 school year. *See* Minn. Stat. § 120B.023, subd. 2. The department also has general rulemaking authority to adopt arts academic standards under Minnesota Statutes section 120B.02.

### **Alternative Format**

Upon request, the Statement of Need and Reasonableness can be made available in an alternative format. To make a request, contact Kathryn Olson at the Minnesota Department of Education, 1500 Highway 36 West, Roseville, MN 55113; phone 651-582-8669. TTY users may call the Minnesota Department of Education at 651-582-8201.

### **Regulatory Analysis**

Minnesota Statutes section 14.131, sets out seven factors for a regulatory analysis that must be included in the SONAR. Paragraphs (1) through (7) quote these factors followed by the agency's response.

- (1) A description of the classes of persons who probably will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rules.**

The following classes of persons are affected by the proposed rules: Minnesota parents and students; Minnesota school districts, including charter schools; arts educators; and curriculum directors. The department does not believe that there will be significant costs associated with the proposed rules, as discussed elsewhere in this SONAR, however if there are any minimal costs they are likely to be borne by the department and by Minnesota school districts and Minnesota charter schools. The classes that will benefit from the proposed rules include parents and Minnesota students, who will benefit overall from a stronger and more cohesive arts education that will have positive impacts on other areas of learning and living. Minnesota school districts and Minnesota charter schools,

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<sup>11</sup> MENC: The National Association for Music Education, *And Music for All* 86 (2nd ed. 2001).

and arts educators and curriculum directors will benefit by having better standards and benchmarks to use when developing local arts curriculum. The Minnesota business and arts communities will benefit from a student population with a more cohesive arts education, which will have a positive impact on how Minnesotans live, work and create.

**(2) The probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenues.**

The proposed rules will create, at most, minimal costs for the department through the 2010-11 school year. The department currently works in collaboration with the Perpich Center for Arts Education to provide training and support regarding the proposed rules, and it is anticipated that this relationship will continue. The Perpich Center for Arts Education also will not incur costs associated with these proposed rules; Perpich's collaborative work with the department is as a result of a paid contractual arrangement. Other state agencies will not incur any costs related to implementation of this rule.

**(3) A determination of whether there are less costly methods or less intrusive methods for achieving the purpose of the proposed rule.**

Because establishing state standards in the arts is a legislative requirement, there is no less costly or less intrusive method for achieving the purpose of the proposed rules. The proposed rules simply revise existing rules. Furthermore, the statewide arts academic standards, both the current standards and these proposed new standards, are simply one alternative available to districts. Districts that choose not to adopt the statewide arts academic standards must develop their own local arts academic standards. This minimizes both the cost burden and the intrusion on local policy and curriculum.

**(4) A description of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule.**

Because rules containing state academic standards in the arts are a legislative requirement, there is no alternative method for achieving the purpose of the proposed rule. In addition, districts may choose to adopt the statewide arts academic standards, or to develop and implement their own local arts academic standards. Thus, an alternative method for achieving the legislature's purpose of requiring arts academic standards already is available.

**(5) The probable costs of complying with the proposed rule, including the portion of the total costs that will be borne by identifiable categories of affected parties, such as separate classes of governmental units, businesses, or individuals.**

School districts may face initial increased costs to implement the new rules. However, districts currently must implement arts academic standards in grades K-12. In addition, school districts typically undertake a six- or seven-year curriculum adoption cycle, so



many of these costs would be borne regardless of the adoption of new arts academic standards.

- (6) The probable costs or consequences of not adopting the proposed rule, including those costs or consequences borne by identifiable categories of affected parties, such as separate classes of government units, businesses, or individuals.**

The primary costs and consequences of not adopting the proposed rules are the potential impact on students and the business community. The existing arts academic standards lack the specificity, depth and clarity of the proposed standards, so all students will receive a less rigorous, complete and competitive arts education if these proposed rules are not adopted. Students with artistic potential and interest will be at an additional disadvantage because they are most likely to benefit from improvements to the standards; furthermore, because the arts is subject area that keeps otherwise unmotivated students interested in school, strong arts academic standards are important to keep these students motivated and engaged. Finally, a significant segment of the Minnesota economy is founded on the creative potential of its citizens, and arts education is key to helping students develop creativity. If students are not learning the arts, businesses will not be able to draw on local talent, and the local economy will suffer.

An additional consequence of not adopting the proposed rules is the potential loss of federal stimulus funding. In order for the state of Minnesota to receive federal education stimulus funding under the American Recovery and Reinvestment Act of 2009, the state provided assurances to the federal government that Minnesota will continue to improve its academic content standards and student achievement standards, and that the improved standards will implement college and career readiness skills. It is possible that federal stimulus funding will be withheld if the department does not adopt these proposed rules.

- (7) An assessment of any differences between the proposed rule and existing federal regulations and a specific analysis of the need for and reasonableness of each difference.**

The Minnesota Legislature's decision to require statewide academic standards in additional subjects, including the arts, is permissible and consistent with applicable federal laws. Current federal regulations governing the adoption of academic standards, and education in general, are uncertain. The *No Child Left Behind Act*, first signed into law in 2001, has not been re-authorized. A new administration and new Congress have just begun the process of determining how to reformulate the federal laws and regulations governing education. With that uncertainty in mind, although the *No Child Left Behind Act* does not require states to have academic standards in subjects beyond the minimally required areas of mathematics, language arts or reading, and science, it permits states to adopt state academic standards in subjects to be determined by each state, including at least those three subject areas. *No Child Left Behind Act of 2001*, Pub. L. 107-110, § 1111(b)(1)(C) (2001), codified at 20 U.S.C. § 6311(b)(1)(C). In addition, the *No Child Left Behind Act*'s definition of core academic subjects includes the arts. *No Child Left Behind Act*, Pub. L. 107-110, § 9101(11), (codified at 20 U.S.C. § 7801(11)).

### **Cost to Small Businesses and Small Cities**

As required by Minnesota Statutes section 14.127, the department has considered whether the cost of complying with the proposed rules in the first year after the rules take effect will exceed \$25,000 for any small business or small city. The department has determined that the cost of complying with the proposed rules in the first year after the rules take effect will not exceed \$25,000 for any small business or small city.

This determination was made because the proposed rules do not affect small businesses and small cities.

### **Consult with Finance on Local Government Impact**

As required by Minnesota Statutes 14.131, the department has consulted with the Commissioner of Finance. On July 16, 2009, prior to the department publishing the Notice of Intent to Adopt, the documents that were sent to the Governor's office for review and approval were also sent to the Commissioner of Finance. The documents included the Governor's Office Proposed Rule and SONAR Form; final proposed rules; and Statement of Need and Reasonableness. In a July 27, 2009 memorandum, the Department of Finance stated that the proposed rules will not impose a significant cost on local governments.

### **Performance-Based Rules**

Throughout the development of the proposed rules and this SONAR, the department made every attempt to develop rules that will be understandable to practitioners and families, ensuring efficient and effective delivery of services while achieving the best possible results for students.

### **Additional Notice**

Minnesota Statutes, sections 14.131 and 14.23 requires that the SONAR contain a description of the department's efforts to provide additional notice to persons who may be affected by the proposed amendments to the rules.

In addition to mailing the proposed rules and the dual notice to all persons who have registered to be on the department's rulemaking mailing list under Minnesota Statutes section 14.14, subd. 1a, the Additional Notice Plan calls for notifying the following groups:

- The Perpich Center for Arts Education;
- Education organizations;
- Parents and student advocacy organizations;
- Attorney lists maintained by the agency;
- Minnesota superintendents, via the agency's weekly superintendent's informational email;
- Charter school directors via email lists maintained by the agency;
- Minnesota Association of Colleges of Teacher Education;
- Minnesota Music Educators Association;

- Art Educators of Minnesota;
- Communications and Theater Association of Minnesota;
- Dance Educators Coalition of Minnesota;
- Arts Standards Revision Committee members;
- Other interested parties; and
- Posting on the agency's Website.

Finally, the department will notify the Minnesota Legislature. This will include sending the proposed rules, SONAR and Dual Notice to the chairs and ranking minority members of the legislative policy and budget committees with jurisdiction over the subject matter.

### **List of Witnesses**

If these rules go to a public hearing, the department anticipates that the following witnesses will testify in support of the need for and reasonableness of the rules:

1. **Karen Klinzing, Assistant Education Commissioner, Minnesota Department of Education.**  
Ms. Klinzing will testify on the need for the proposed arts standards from the state perspective. Ms. Klinzing is responsible for oversight of the academic standards at the Minnesota Department of Education. She previously served as a Minnesota legislator and classroom teacher in the Bloomington Public Schools.
2. **Douglas Orzolek, Ph.D., Associate Professor of Music Education, University of St. Thomas, St. Paul, MN**  
Dr. Orzolek was co-chair of the Arts Standards Revision Committee convened in 2007 and 2008. Dr. Orzolek previously served as an instrumental music teacher and department chair at Bloomington Jefferson Senior High School in the Bloomington, Minnesota Public Schools. He also is the Immediate Past President of the Minnesota Music Educators Association. Dr. Orzolek will testify about the development process of the proposed arts standards, including the rationale and need for the new standards from the higher education perspective.
3. **Kathy Grundei, retired visual arts educator.**  
Ms Grundei was co-chair of the Arts Standards Revision Committee convened in 2007 and 2008. Ms. Grundei previously served as a visual arts teacher and fine arts department chair at the Blake School in Minneapolis. She also is a former president of Art Educators of Minnesota. She will testify on the development of the proposed arts standards, including the rationale and need for the new standards from the perspective of the K-12 system.
4. **Michael Hiatt, Director, Professional Development and Research, Perpich Center for Arts Education.**  
Mr. Hiatt will testify on the need for the proposed arts standards from the perspective of Minnesota arts educators and arts organizations.

## Rule-by-Rule Analysis

The Arts Standards Review Committee began its review and revision of Minnesota's current academic standards for arts education by focusing on the basic artistic processes of Creating, Performing and Responding. These artistic processes derive from the National Assessment of Educational Progress (NAEP). The NAEP project, which has been operated by the National Center for Education Statistics at the U.S. Department of Education for the past 30 years, is charged under federal law with conducting primarily voluntary nationwide assessments in various academic subjects, including the arts, in order to compare student achievement among states as well as to track changes in achievement. *See National Assessment of Educational Progress Authorization Act*, Pub. L. 107-279, § 303. NAEP developed the framework for these artistic processes in 1995 to support the NAEP arts assessment in the United States. The framework, which was developed with the assistance and input of educators, state education officials, policymakers and other members of the public, is designed to capture a range of subject-specific content and thinking skills needed by students to deal with the complex issues they encounter both inside and outside the classroom. The NAEP framework serves as an effective guide for preparing assessments and revising curricula. It is considered to be forward-looking and responsive, balancing current teaching practices with research findings.

The committee and the department agreed to reflect the NAEP framework's emphasis on artistic processes so that student learning would be linked to real artistic work rather than just theoretical knowledge. As a result, the committee decided to devote a full strand of standards to each of the three artistic processes, in addition to a strand of standards focused on theoretical or foundational knowledge. The latter includes knowledge about the elements, principles and skills of various art forms as well as understanding the personal, social, cultural and historical contexts that influence the art areas. This foundational knowledge undergirds student work in the three basic artistic processes. In order to emphasize artistic processes without neglecting attention to artistic knowledge, the committee decided that it was reasonable to organize the standards into the following four equally balanced strands:

1. Foundational Knowledge,
2. Create or Make,
3. Perform or Present, and
4. Respond or Critique.

The department agrees that the committee's proposed organization of Minnesota's arts academic standards into four equally balanced strands will provide better guidance to school districts as they develop an arts curriculum, and will result in improved arts education for all Minnesota students. Therefore, the department proposes to repeal the current arts academic standards rules, and replace them with new revised arts academic standards rules that emphasize creating, performing and responding as well as foundational knowledge.

**REPEALER.** Minnesota Rules, parts 3501.0620, 3501.0625, 3501.0630 and 3501.0635 are repealed.

## Organization and Structure of the Proposed Rules

The proposed standards are divided into grade bands (K-3, 4-5, 6-8, 9-12) rather than specific grade levels for two important reasons. First, a grade band approach accommodates the wide range of school curricula and the variety of delivery systems that Minnesota schools use to provide arts instruction. Second, current research in arts education does not clearly indicate precise grade levels for mastery of skills and content. The committee and the department reasoned that assignment of standards to grade levels rather than grade bands would have been arbitrary at best, potentially burdening schools and students with academic expectations that are not developmentally appropriate. Students are expected, therefore, to master all standards by the end of the indicated grade band rather than in a specific grade level. Each grade band features standards in the four strands of 1) Foundational Knowledge, 2) Create or Make, 3) Perform/Present and (4) Respond or Critique.

The committee sought to create a strong relationship between the standards and the accompanying benchmarks. Minnesota state law requires academic standards and benchmarks for arts education in grades K-12, although only the standards are required to be in rule. See Minn. Stat. § 120B.021, subd. 1(6). Academic standards describe the expectations in arts learning that all students must satisfy to meet state requirements for credit and graduation.<sup>12</sup> The benchmarks supplement the academic standards, and provide details about “the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete” the standards. Minn. Stat. § 120B.023, subd. 1.

Research in arts education does not clearly indicate specific grade levels at which mastery of specific content or skills should be expected; nor does it limit the grade levels or grade bands at which important artistic concepts or processes should be learned.<sup>13</sup> Therefore, the committee determined that the most important concepts and processes should be placed in *standards that are repeated* in every grade band. In addition, specific knowledge and skills should be placed in *benchmarks that reflect increasing levels of complexity unique to each arts area* at each successive grade band. Furthermore, another reason that the committee decided to use grade bands instead of grade levels is because National Standards for Arts Education uses grade bands.<sup>14</sup>

The proposed standards are designed to support education and learning in five arts areas throughout the K-12 grade span. The five arts areas are dance, media arts, music, theater and visual arts. At the standard level, the learning expectations are consistent among all five arts areas. Particular elements and principles unique to each arts area are addressed at the benchmark level.

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<sup>12</sup> The arts academic standards are unique as compared to Minnesota’s other required academic standards subjects, in that districts may choose to adopt these statewide academic standards, or to develop their own local arts academic standards. Regardless, arts academic standards are a required accountability measure for all school districts, and all Minnesota students must complete arts education coursework in order to satisfy graduation requirements.

<sup>13</sup> John Kendall, Mid-Continent Research for Education and Learning, *A Technical Guide for Revising or Developing Standards and Benchmarks* 16-19 (2001).

<sup>14</sup> See the discussion about the National Standards for the Arts on p. 4-5 of the SONAR and *supra* at note 4.

The committee reasoned that by organizing the standards and benchmarks in this way, teachers would be able to use a variety of research-based instructional practices at all grade levels while maintaining the uniqueness of each arts area as defined at the benchmark level. Another advantage of this organization is that the arts standards will now mirror the organization of the revised standards in mathematics and other subjects as they become revised. When standards are organized in similar ways among the subject areas, it is reasonable to assume that the standards will be more easily and accurately understood. This is an important consideration since many curriculum coordinators may lack sufficient content knowledge.

A significant expansion in the area of media arts resulted during the standards revision process. Based on strong feedback from the teaching field, both within the state of Minnesota and nationally, as well as the growth of media arts curriculum in Minnesota elementary and middle level grades, the standards committee decided to expand the present media arts standards from grades 9 through 12 to kindergarten through grade 12. This action brings media arts into alignment with the other arts areas, all of which have standards spanning kindergarten through grade 12. However, in order to align the proposed arts academic standards with current language in the governing statute, the department has made media arts an additional optional arts area for students in elementary and middle school grade levels in these proposed rules. Please refer to the discussion below, addressing Subpart 5 of the proposed rules.

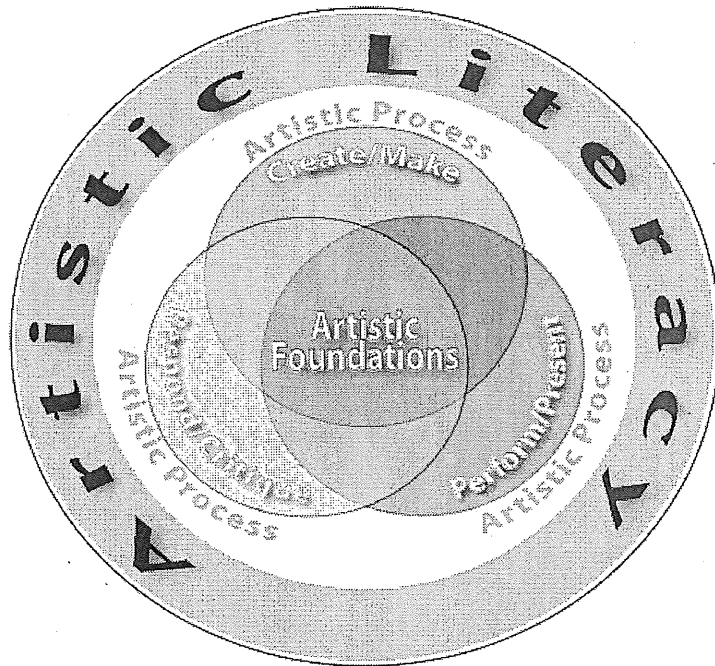
### **Artistic Literacy Through Four Core Learning Strands**

The committee's overarching goal for the revised arts academic standards is the development of artistic literacy for all Minnesota students. The focus on artistic literacy influenced how the committee organized the standards and the way in which it addressed two key legislative requirements.

#### **A. Defining Artistic Literacy.**

To begin, the committee defined artistic literacy as the interrelationship of four learning strands: 1) foundational knowledge, 2) create/make, 3) perform/present and 4) respond/critique. In order for all students to have a balanced understanding of the arts, they must master important concepts and skills in all four strands. No single strand represents a complete arts education. For example, basic foundational knowledge without the opportunity to demonstrate that knowledge and skill through real world artistic processes such as creating, performing and responding would be an incomplete education in the arts and would not lead to real artistic literacy for Minnesota's students.

Artistic literacy is represented visually by the accompanying graphic representation:



For students to develop real artistic literacy, the committee determined that they must not only have the foundational artistic knowledge and skill, but they also must apply that fundamental knowledge and skill in the actual artistic processes of Creating, Performing and Responding. The intersection of authentic artistic processes with foundational knowledge and skill is where students demonstrate artistic literacy. Minnesota’s current arts academic standards do not adequately address this important relationship and, subsequently, there is a lack of clarity between the importance of authentic artistic processes and the fundamental knowledge and skill needed to adequately support the successful completion of those artistic processes. The committee and the department believe that the organizational structure of these revised standards into four equally balanced strands clarifies the true relationship between artistic processes and foundational knowledge.

The accompanying graphic came about as a result of committee discussion, as well as public feedback during the open public forums held around the state during the standards review process. Arts teachers and administrators at the public forums supported both the revised structure and the graphic representation, indicating that the new approach is an improvement over the current standards. Public input also emphasized that strengthening the relationship between fundamental artistic knowledge and artistic process skills will allow teachers and administrators to make better and clearer connections between the standards and their individual curricula.

## **B. College and Work Readiness**

The committee's focus on artistic literacy served as a successful strategy for addressing legislative requirements associated with the standards. Members extensively discussed how to embed *college and work readiness skills* into the revised standards, as required by statute. Minn. Stat. § 120B.023, subd. 2. They were aware of substantial research regarding the benefits of arts education. The members recognized that the arts serve not only as a content-specific area of knowledge and skill necessary to be productive in higher education and in work and society, but also as a forum for developing the appropriate work and study habits required of successful students and working adults. Likewise, members were aware that attributes such as self-discipline, creative problem solving, perseverance, intellectual curiosity and teamwork are central to the study of virtually all arts areas.

Although research literature abounds with descriptions of the benefits of arts education, the committee found little to suggest the kinds of knowledge and skills that comprise college and work readiness in the arts. The only in-depth treatment of the subject was found in David Conley's *College Knowledge*.<sup>15</sup> In this book, Conley identifies the important relationship between foundational/technical knowledge and skills and the active art making found in the processes of creating, performing and responding. Conley's work provided support for the committee's decision to embed college and work readiness skills through a focus on artistic literacy.

## **C. Contributions of Minnesota American Indians**

Legislation passed in 2007 also requires that "the contributions of Minnesota American Indian tribes and communities" be included during the revision of required academic standards. See Minn. Stat. § 120B.021, subd. 1. The committee initially addressed the legislation by including the statutory language both in the proposed standards and in the accompanying benchmarks. During the informal public comment period of the standards development process, the committee received significant public reaction to this language in the proposed standards. Many members of the general public felt that the numerous references to the contributions of Minnesota Indian tribes and communities seemed excessive to the point of appearing exclusionary to other cultures. In contrast, other members of the public believed that while the draft standards appropriately addressed the contributions of Minnesota American Indians, they did not go so far as to exclude other cultures or ethnicities.

The expert reviewers criticized the initial approach taken by the committee and recommended changes to the language. For example, reviewer Robert Sabol stated, "[T]he standards would be appreciably improved if the focus on diversity was strengthened to include other racial and ethnic groups."<sup>16</sup> After analyzing both the public feedback as well the input of the national expert reviewers, the committee decided to concentrate the required statutory language about "the contributions of Minnesota American Indian tribes and communities" in the benchmarks, where it will have the greatest potential to impact actual work in the classroom with teachers and students.

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<sup>15</sup> David Conley, *College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready* 235-245 (2008).

<sup>16</sup> F. Robert Sabol, Ph.D., Minnesota Department of Education, *Minnesota Arts Standards External Review Report* 7(2008).



## The Proposed Rule Language

The proposed arts academic standards are identical in content for and between each of the four grade level bands (K-3, 4-5, 6-8, 9-12). Minnesota Rule 3501.0800 applies the arts academic standards to grade level band K-3; Minnesota Rule 3501.0805 applies the arts academic standards to grade level band 4-5; Minnesota Rule 3501.0810 applies the standards to grade level band 6-8; and Minnesota Rule 3501.0815 applies the standards to grade level band 9-12. The content of each proposed rule is the same as it is for the other grade level bands. This rule structure is necessary because the supporting benchmarks that accompany each proposed rule are differentiated by grade level band. The Standards were written to address the overall artistic processes that are common to all arts disciplines, whereas the benchmarks were written to focus on the specific characteristics and expectations that are unique to each art form. The benchmarks also were written to address learning targets that show a progression of cognitive skills that range from simple recall of information to more complex reasoning skills.

### **Subpart 1. Artistic Foundations.**

#### **A. The student will demonstrate knowledge of the foundations of the arts area.**

Strand One, Artistic Foundations, consists of three standards. The first standard, *Demonstrate knowledge of the foundations of the arts area*, is necessary and reasonable because it focuses on fundamental arts knowledge including the basic elements, principles, styles and artistic genres that are unique to each arts area. As discussed in greater detail above, this knowledge, combined with experience in the artistic processes, is central to an arts education and to developing artistic literacy. This standard also asks students to apply an understanding of the health and safety issues that directly relate to an arts area.

#### **B. The student will demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.**

The second standard in Strand One, *Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable*, is necessary and reasonable because it centers on the technical skills needed in each arts area. Examples of the techniques or tools include improvisation in the areas of dance, theater and music; proper use of tools used in visual arts, and their appropriate technical application; proper application of various software and hardware in media arts; singing or playing an instrument in music; and acting or directing in theater. In all arts areas there is a clear expectation that students who have mastered this standard will be able to demonstrate skills utilizing technology, such as computer-assisted lighting in theater, videotaping in dance and theater, electronic notation in music, digital photography and video and computer animation in the area of media arts.

#### **C. The student will demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.**

The third standard in Strand One, *Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts areas*, is necessary and reasonable because it focuses on how contextual factors, such as background, situations and circumstances, affect each arts area and the creation or performance of an art work. This standard, through the specific

language of the corresponding benchmarks, puts special emphasis on the cultural and historical contributions of Minnesota American Indian tribes and communities as mandated by recent legislation. This standard also addresses the aesthetic perspective, by asking students to address the meaning and functionality of various art works. For example, an instructional activity in this standard might ask students to examine the spiritual, “We Shall Overcome” in relationship to the Civil Rights movement of the 1960s.

**Subp. 2. Artistic Process: Create or Make.**

**A. The student will create or make in a variety of contexts in the arts area using the artistic foundations.**

Strand Two, Artistic Processes: Create or Make, contains one standard, *Create or make in a variety of contexts in the arts area using the artistic foundations*. The standard is necessary and reasonable because it focuses on the actual art making process in each of the five arts areas. Benchmarks for this standard focus on the specific techniques and procedures necessary to fulfill the standard in that specific arts area. Creating a new work of art, either from an original idea or an interpretation of an existing idea, can include improvising, choreographing or composing. Students are expected to be able to revise their original artwork or the artwork of another based on the student’s own self-reflection as well as the feedback of others. Students also are expected to be able to explain how both the intended audience and the occasion for which the work was developed influence the artistic intent of the artwork. The overall expectation of the student in this strand is not only to demonstrate the use of the various tools, techniques and processes needed to create an artwork, but also to intelligently revise a work, and articulate an overall artistic intent for the creation of the work based on several variables.

**Subp. 3. Artistic Process: Perform or Present.**

**A. The student will perform or present in a variety of contexts in the arts area using the artistic foundations.**

Strand Three, Artistic Processes: Perform or Present, contains one standard. The standard for Strand Three, *Perform or present in a variety of contexts in the arts area using the artistic foundations*, is necessary and reasonable because although it has similarities to the standard in Strand Two, it is clearly focused on the performance or presentation of an existing work of art rather than the creation of a new work. The learning expectations of this strand constitute a major portion of what students currently experience in dance, music and theater education. These expectations include singing, playing an instrument, improvising, acting and dancing. In visual and media arts, this strand has increased importance, as students are expected not only to create new original works, but also to thoughtfully and intelligently present their artworks for a variety of audiences and occasions. Students can demonstrate competency in this strand, for example, through the development of a personal portfolio, the presentation of a personal art show or the collaborative presentation of a multi-student or class art show. As in Strand Two, students are expected to revise a presentation or performance based on self-reflection or other sources of feedback, and to share the artistic intent of the performance or presentation based on criteria such as audience and occasion.

**Subp. 4. Artistic Process: Respond or Critique.**

**A. Respond to or critique a variety of creations or performances using the artistic foundations.**

Strand Four, Artistic Processes: Respond or Critique, contains one standard. The standard, *Respond to or critique a variety of creations or performances using the artistic foundations*, is necessary and reasonable because it is centered on the student's ability to make thoughtful and intelligent judgments regarding a work of art, both from a personal perspective and using established criteria found in the traditions of the particular arts area. The goal of this standard is not only to empower students to independently critique an artwork based on established criteria, but also to explain their choice of criteria and to demonstrate their understanding that various criteria impacts criticism. The committee determined that this strand should be an area of growth and focus in the school curriculum. K-12 Arts curriculum traditionally has focused on performance and creation, with some attention paid to responding to an art work. However, while not every student will continue to be a creator or performer of art, all students will be life-long consumers of and responders to various art forms in our culture. Committee members agreed that as we develop artistically literate students, we need balance in all three of the artistic processes. To achieve this balance, more emphasis must be placed on the artistic process of Responding. This process gets the least attention in most school arts curricula, despite the fact that every student will benefit for a lifetime from skills developed in this area.

**Subp. 5. Arts areas.**

The last subpart in each of the four proposed arts academic standards rules, 3501.0800 through 3501.0815, addresses the arts areas that must be offered to students.

For Minnesota Rules 3501.0800, 3501.0805 and 3501.0810, which apply the arts academic standards to grades K-3, 4-5 and 6-8 respectively, the proposed Subpart 5 language is:

**The student will receive arts education that complies with these academic standards in at least two of the three arts areas required to be offered by a public elementary or middle school from the following: dance, music, theater, and visual arts. The student may receive arts education in media arts in addition to the two required arts areas.**

For Minnesota Rule 3501.0800, which applies the arts academic standards to grades 9-12, the proposed Subpart 5 language is:

**The student will receive arts education that complies with these academic standards in at least one of the three arts areas required to be offered by a public elementary or middle school from the following: media arts, dance, music, theater, and visual arts.**

Pursuant to statutory requirements, public elementary and middle schools must offer at least three and require at least two of the following arts areas: dance; music; theater; and visual arts. *See* Minn. Stat. § 120B.021, subd. 1(6). Public high schools must offer at least three and require at least one of the following arts areas: media arts; dance; music; theater; and visual arts. *See id.* Even though the statute only lists media arts as an arts area for the high school level, the department decided to develop arts standards and benchmarks in media arts for all grade levels. In the elementary and middle school levels, the proposed rules establish that media arts is an optional additional arts area. This allows the proposed rules

to comply with the statutory requirements, but also gives the department flexibility to provide standards and benchmark guidance to schools that offer media arts education to elementary and middle school students.

The department chose this approach for several reasons. First, and most importantly, it aligns the standards with advice provided by stakeholders. The department was required by statute to consult with stakeholders during the standards development process. Minn. Stat. § 120B.021, subd. 2. Stakeholders consulted included licensed art teachers, faculty teaching core subjects at postsecondary institutions in Minnesota and representatives of the Minnesota community. Those stakeholders advised the department to create elementary and middle school standards in media arts, in part because many teachers reported that instruction in media arts already occurs in many elementary and middle schools, and these schools seek guidance on how to identify the most important knowledge and skills for elementary and middle school students. In addition, offering media arts standards at all grade levels reflects the growing importance of this arts area not only in terms of its aesthetic value but also its economic importance. Furthermore, media arts is one of the fastest developing areas in the arts, due in part to its technology-dependent tools, materials and techniques that manipulate image, sound, space, time, motion and sequence. As this technology advances, the foundational knowledge and skills and the artistic process associated with this art form must be accommodated. A final consideration was the legislative requirement to embed technology knowledge and skills into the standards. Minn. Stat. § 120B.023, subd. 2. By adding media arts standards at the elementary and middle school levels, the department addresses the legislative requirement on technology more completely. For all of those reasons, the proposed arts academic standards rules for elementary and middle school grade bands include the option of receiving media arts education in addition to the required two arts areas chosen from among the four arts areas.

The department strongly believes that it should offer media arts standards and benchmarks for all grade levels, given the subject area's growing importance as an art form, as a career and as an industry. This belief is borne out in the interest expressed by stakeholders during the standards development process. However, because it was not clear that the governing statute would allow the department to propose rules that included media arts among the arts areas required to be offered at the elementary and middle school levels, the department chose this compromise alternative of including media arts as an additional arts area option. Before the next standards revision, set by statute to take place in the 2016-17 school year, the department may approach the legislature for a statutory change that would allow media arts to be offered alongside the other arts areas at the elementary and middle school levels.

### **Reviewer Feedback**

The three expert national reviewers were fairly consistent in their review of the proposed revised arts standards and benchmarks. All three felt the standards and benchmarks were well-organized, of high quality and represented a comprehensive model for education in each of the arts areas. According to Dr. Robert Sabol, a reviewer from Purdue University with a strong background in the arts areas of visual and media arts education:

They [the revised standards] represent a comprehensive education in each of the Arts and include levels of rigor and sophistication that are exemplary. The organizational framework under which

the standards have been written provides a level of usefulness and understanding that will facilitate their uses in the public schools. Arts educators can reference these standards in the creation of meaningful, comprehensive educational programming in each of the Arts disciplines. The overview of essential learning included in the Standards and Benchmarks provides a workable roadmap from which Arts educators can create and implement comprehensive programmatic goals and objectives, design curriculum, select instructional methodologies, and conduct meaningful assessments of students' learning in each of the Arts.<sup>17</sup>

The reviewers stressed the importance of artistic intent in all standards and benchmarks, as this gives the arts their unique and important role in the overall educational curriculum. Dr. Wiggins, a reviewer from Oakland University specializing in music and theater, stated in her review of the document: "A strength of the descriptors of Artistic Process include[s] developing: a) an understanding of the basic elements, concepts, and principals of an art area, b) technical competency within the art areas, and c) understanding [that] the context of artistic processes are indeed foundational to learning in the arts. Strand 1, with its label Artistic Foundations, is an excellent starting point for thinking about curriculum for arts learning."<sup>18</sup> The standards committee accepted this recommendation and made the concept of artistic intent more visible throughout the document, particularly in standard three of the first strand.

All reviewers indicated that there was a strong connection to the National Standards for Arts Education.<sup>19</sup> Reviewers indicated that the proposed Minnesota arts academic standards include more depth and process than the national standards, leading to clearer understanding of what students are expected to do, and broadening the range of artistic literacy education for all Minnesota students. Both Dr. Wiggins and Dr. Sabol indicated that the proposed media arts standards aligned well with the National Educational Technology standards. Overall, they felt that the standards struck a balance between including content that reflects current trends and developments within each arts area, while being careful to retain traditional content within each arts discipline.

Dr. Wiggins recommended that the committee consider condensing the four broad strands into two larger more comprehensive strands titled "Foundational Knowledge" and "Artistic Processes." Her rationale for this restructuring was that it would give more emphasis and importance to each of the artistic processes in a holistic way, by merging them into one strand and thereby balancing their importance with the other large strand of Foundational Knowledge. The committee discussed this recommendation at length and ultimately chose to keep the structure of the four strands rather than a two-strand approach. The committee believes and the department believes that the four-strand approach better maintains the clarity and specificity of each artistic process.

Dr. Wiggins also recommended a more unified approach to inclusion of singing and playing an instrument, which led the committee to merge those two musical actions into one benchmark

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<sup>17</sup> F. Robert Sabol, Ph.D., Minnesota Department of Education, *Minnesota Arts Standards External Review Report 2* (2008).

<sup>18</sup> Dr. Jacqueline H. Wiggins, Minnesota Department of Education, *Review of the Second Draft of the Revised Minnesota K-12 Academic Standards in the Arts Written by the Arts Standards Review Committee 1* (2008).

<sup>19</sup> The National Standards for Arts Education are discussed in more detail at pages 4-5 of this SONAR. The National Standards for Arts Education are available online at <http://artsedge.kennedy-center.org/teach/standards/>.

rather than separate benchmarks. She stressed the importance of the musical action rather than the separateness of either singing or playing an instrument. The committee agreed with Dr. Wiggins' assessment and changed the draft benchmarks accordingly.

Mr. Dale Schmid, a reviewer specializing in dance, recommended clear identification of the importance of health and safety issues in the area of dance.<sup>20</sup> The committee subsequently reviewed research and additional documentation on health and safety issues in all arts areas and decided that considerable evidence exists to support the inclusion of this topic in the standards and benchmarks. As a result, a benchmark was added under the foundational knowledge standard, subp. 1(A), which addresses the importance of student awareness of health and safety issues. Second, Mr. Schmid recommended more specific use of dance language and terminology; the committee made those adjustments in the final draft. The final revision of the document also reflected Mr. Schmid's recommendation to align the verbs in the standards and benchmarks to be more developmentally appropriate for the indicated grade bands. An example of this change was in the dance benchmarks in the second standard of the Foundations Strand. The committee changed the verbs in the benchmarks to "demonstrate" (grades K-3 and 4-5), "integrate" (grades 6-8), and "synthesize" (grades 9-12) to represent a more appropriate developmental progression of skills.

### **Closing Summary**

The standards review process, conducted during the 2007-2008 school year, brought together a talented committee of Minnesotans to review and recommend revisions to Minnesota's 2003 K-12 arts standards. The committee followed an organized, detailed and thorough revision process. Throughout the process, the members carefully considered the feedback of arts education experts, education and arts organizations and the general public. They utilized the latest research and other educational and artistic resources, including samples of state and national standards in all of the arts areas. With this information and input, committee members engaged in thoughtful and comprehensive discussion, which led to unanimous consensus on the final standards document.

The proposed revised arts standards offer several significant improvements over the current standards. First, the new organization of the standards (by strand, standard and benchmark) is easier to understand than the previous version, and puts the arts document into alignment with the organizational structure of other revised standards documents. Second, there is improved clarity about the definition of artistic literacy and as a result, better balance has been achieved between foundational knowledge and the active artistic processes of creating, performing and responding. For the first time, the proposed standards include a fully developed K-12 continuum of standards and benchmarks in media arts, thereby putting this art form on an equal status with the other arts areas. Finally, the standards, via the accompanying benchmarks, incorporate visible recognition of the contributions of Minnesota Indian tribes and communities, as required by statute. Overall, the committee and the department believes that the proposed revision of the Minnesota arts academic standards features many improvements over the 2003 arts standards, and they anticipate that the new standards will be a welcome resource to Minnesota teachers and students in the study of the arts and provision of arts education.

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<sup>20</sup> Dale Schmid, Minnesota Department of Education, *Minnesota Arts Standards External Review Report* (2008).

The department agrees with the recommendations from the Arts Standards Revision Committee and recommends the replacement of the 2003 rules regarding academic standards for arts with the standards provided in these proposed rules.

**Conclusion**

Based on the foregoing, the proposed rules are both needed and reasonable.

7/30/09  
Date

Chas Anderson  
Chas Anderson, Deputy Commissioner

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## Attachment A

### Minnesota Arts Standards Review Committee Committee Members

1. Kim Kroetsch, St. Paul
2. Teri Akervik, Duluth
3. Zane Schaeffer, Annandale
4. Doug Orzolek, St. Paul (co-chair)
5. Mark Trampf, Mounds View
6. Kathy Grundei, Medina (co-chair)
7. Mike Ohl, Bemidji
8. Faith Clover, St. Paul
9. Betsy Maloney, Hopkins
10. Mary Harding, Golden Valley
11. Jeremy Holien, Northfield
12. Timothy Bykowski, St. Michael/Albertville
13. Dan Dimond, Richfield
14. Cheryl Ostrom, Brooklyn Park
15. Jamie Andrews, Minneapolis
16. Nancy Wilcox-Weissner, Woodbury
17. Judith Titicumb, Buffalo
18. Leigh Kallestad, Eden Prairie
19. Roberta Puzon, Minneapolis
20. Karen Wilson, Northfield
21. Gretchen Cohenour, Winona
22. Jamie Edwards, Brooklyn Park