

# Arts Education E-News



**ARTS EDUCATION**



FY 2018, NO. 3

OCTOBER 2017

Welcome to the October 2017 edition of Arts Education E-News! This newsletter is created by the Arizona Department of Education for updates on Arts Education happenings in Arizona and across the country. Your “one-stop-shop for EVERYTHING ArtsEd! Please utilize the contents section to easily navigate to the section that best meets your needs. Pay attention to the *Intro* and *State of the Arts* sections.

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## OCTOBER TIMES

**Greetings! October is always a wonderful time for the arts! Undoubtedly you are all transitioning into preparing for performances, exhibitions, and competitions. I wish you all well in your endeavors and encourage you to continue utilizing ALL your Artistic Processes found within your [Arts Education Standards](#). The final artistic *product* is important; our work as arts educators is to contribute to the development of artistic literate students, the act of which primarily occurs in the *process* of making**

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art. Double check that your lesson plans include opportunities to **CREATE**, **RESPOND**, and **CONNECT**. As you continue toward your Winter Performances/Exhibitions, remember to utilize these events as an opportunity to assess your students learning and mastery of arts standards. Having trouble integrating multiple forms of assessment into your units? Utilize this “Assessment Selection Tool” created by the wonderful folks at [Education Closet](#).

## SELECTION TOOL

Aligning your assessments to the standards you have selected for a lesson focus provides a cohesive learning experience from beginning to end. This tools will help you determine what kind of assessment you need.

### ASSESSMENT TYPES & PURPOSES



#### DIAGNOSTIC

Used to identify current knowledge and/or misconceptions about a topic.

*Good for pre and post assessments.*



#### FORMATIVE

Used to provide feedback during the instructional process.

*Good for viewing growth over time.*



#### SUMMATIVE

Used to sum up learning at the end of the instructional process.

*Good for assessing mastery and performance/production levels.*

#### DIAGNOSTIC EXAMPLES

- Pre and post-tests
- Self-assessments
- Discussion board responses \*\*
- Entry/Exit tickets
- Interviews \*\*
- Observations
- Polling

#### FORMATIVE EXAMPLES

- Student observations
- Homework
- Reflection journals/ Sketchbooks \*\*
- Socratic discussions
- Student/Teacher conferences
- Peer reviews
- Informal presentations \*\*
- Portfolios - on-going \*\*
- Project phases submitted over time \*\*
- Think/Pair/Share
- Visual Thinking Strategies
- Critiques \*\*

#### SUMMATIVE EXAMPLES

- High-stakes tests
- Multiple choice
- Checklists
- Portfolios - culmination \*\*
- Performances \*\*
- Rubrics \*\*
- Teacher-created tests
- Essays \*\*
- Capstone projects \*\*

**\*\* Indicates an authentic/performance assessment.** Authentic assessments are performance-based tasks focused on construction and application.

ASSESSMENT FOR



This month's e-News is filled with updated information on the A3C project, including a link to our report from our first meeting, which can be found on the [A3C Portal](#). We will be publishing our A3C Tour Dates and locations in the next edition. Also in our October News, you will find updates from Arizona's Arts Education Professional Service Organizations. ADE is actively producing student arts opportunities and

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competitions, and these can be found highlighted in our “Opportunities for Students section.” In the “State of the Arts” I provide an overview of my experience in Oklahoma City for the Joint Professional Development Institute with the [State Education Agency Directors of Arts Education](#) and the [National Assembly of State Arts Agencies](#).

**CALLING all Media Arts Instructors!** The Arts Education Office is interested in hearing from you!! How might we better assist you in the development of your courses, lesson plans, best practices, assessments, and professional development? Contact [Dustin Loehr](#) today so we can schedule an introductory meeting.

**CALLING all District Fine Arts Directors/Coordinators!** If your District has a dedicated Fine Arts Director or Coordinator, please encourage them to contact [Dustin Loehr](#)! ADE and the Arizona Commission on the Arts are trying to re-engage this VERY important community of Arts Leaders.

We begin this newsletter by highlighting an authentic assessment tool developed by the Arizona Department of Education. The [Student Learning Objectives](#), or SLO Model has been in the works for the past four years. We now have usable SLOs for Dance, Drama, Music, Visual Arts, and Physical Education.

Yours in creation,



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## ADE STUDENT LEARNING OBJECTIVES (SLO)

### Exciting News!!

Teams of educators throughout the state met last year to create authentic performance assessments for the Arts, facilitated by Virginia Stodola, in the Effective Teachers and Leaders Unit at ADE. These assessments, along with a standards-based rubric, are now [available](#) for you to use as baseline and end-of-course summative assessments!

We now have assessments completed in:

- Music Ensemble “Creating Standards” Novice (to be used for grades 6-12)
- General Music “Creating Standards” 5<sup>th</sup> Grade
- Theatre Proficient (Year 1)
- Visual Arts Proficient & Accomplished (Year 1, Year 2+)
- Dance Proficient & Accomplished (Year 1, Year 2+)
- P.E. 8<sup>th</sup> grade

Why authentic performance assessments? Most Arts Educators are required to measure student growth using school-wide AZMerit data. By using the above assessments, in conjunction with the

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ADE Student Learning Objectives Model, student achievement and growth data can be easily collected and used as one multiple measure for teacher evaluation. **These assessments move all Art Educators from a Group B teacher to a Group A teacher.** Additionally, your assessment results can inform NATIONAL Arts Education data collection practice, influencing policy in Arizona and beyond! For more information, and for those interested in developing SLOs in your area/grade level, contact [Virginia Stodola](#).

## UPDATES FROM ARIZONA'S PROFESSIONAL ARTS EDUCATION SERVICE ASSOCIATIONS

### Arizona Art Education Association



Join us for the annual Arizona Art Education Association Conference,  
“Spectrum of Voices”

November 16-18 2017 in Sedona at the Sedona Hilton at Bell Rock.

Some **Highlights** of the *Spectrum of Voices* conference:

- Professional Development for Elementary, Middle, High School, Preservice, Higher Ed, Museum
- Artist Gregg Deal, Pyramid Lake Paiute Tribe as Keynote

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- Experience first-hand what a Teaching for Artistic Behavior art room looks like in the TAB Lab
- 24-hour visual journaling area to play and reflect

## Top 5 Reasons to Attend:

- As a professional art educator, you provide students with critical 21st-century skills that are essential to student achievement and success. Staying on top of emerging research and practices within the field is more important than ever.
- **In 3 days** - 5 hands on workshops, 2 best practices workshops, keynote and hands on workshop by Gregg Deal (an accomplished artist and advocate)
- Expand your mind while discovering relevant ways to build meaning as an art educator.
- Opportunities to interpret and create meaning of: technology integration, art-making, design cross-curricular lessons, develop assessments and perfect organizational skills
- Create, develop and connect with people from across the state of Arizona to indulge in valuable discussions, while gaining new perspective: **We=Power**
- Have your voice heard about ways that AAEA can improve to provide your wants and needs

[Register](#) today at or visit the [AAEA Conference website](#) for more details.

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## Arizona Dance Education Organization



### AzDE 2017-18 Dance Education Advocacy Student Essay Contest

Open to grade levels 7th-post secondary.

This year's theme: "How do you think dance shapes society and society shapes dance?"

**Cash awards** given to support the student's dance program.

**Essays are due Oct 15th. Cost: A mere \$50 for members, \$75 for non-members, \$50 for students.**

[Apply online](#)

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### AzDEO Student Choreography Contest

AzDEO is pleased to announce its first Student Choreography Contest. Students in Middle and High School, and College are encouraged to submit their choreography for adjudication.

Criteria:

1. Must be based on the given theme. This year the theme is "**Life's Challenges.**"
2. Maximum length is 4 minutes.
3. Only the choreography will be judged, but performance can affect the quality of the choreography.
  - a. Choreographer does not have to be a performer.
  - b. Choreography Criteria
  - c. Composition, Originality/Creativity, Visual Effect, Interpretation of Accompaniment
4. An artistic statement may be included.
5. Must be [submitted digitally](#) to the google drive link.
6. MP4 format only

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7. Must include your **name, age, and school** at the beginning of the video.
8. **Submissions are due Oct. 30<sup>th</sup>, Jan. 30<sup>th</sup> and March 30<sup>th</sup>**. Each deadline date is for a new round of adjudication.
9. Only four (4) submissions per school per each submission deadline. Four (4) may be submitted in October, four (4) in January, and four (4) in March.

AzDEO will award a certificate to the student and school.

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## Arizona Dance Education Organization (AzDEO) 33rd Annual High School Dance Festival

### LOCATION:

Raymond S. Kellis High School  
8990 W Oranewood Ave, Glendale, AZ 85305

**DATE:** March 24, 2018. 8am. -4 pm.

**REGISTRATION FEES:** Fees are per school!

**Early (*Payment Postmarked by 2/26/2018*)**

Fill out your purchase orders NOW!! Registration and class availability is on a first come, first served basis, so please register on-line and mail your registration fee ASAP. Once fees (check or P.O.) have been received, you will be officially registered for classes.

Details found on the [AzDEO website](#)

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## OPPORTUNITIES FOR ARTS EDUCATORS AND TEACHERS

### Title I MEGA Conference

Each year, the School Excellence Unit produces our Title I MEGA Conference, your one-stop-shop for all your Title I needs! MEGA has traditionally provided much needed support to our Title I Directors, School Administrators, Superintendents, Principals, and Business Managers. With the changes within ESSA, Arts Education has been given increased opportunity to contribute to the well-rounded education of our students.

This year's conference "[A World of Opportunities](#)" will focus on providing Title I schools access to innovative programs, encouraging schools and districts to meaningful engage ALL stakeholders in the development of the Comprehensive Needs Assessment and Integrated Action Plans (including Arts Educators!)

Wednesday November 15<sup>th</sup> is our Community Partnership Day where we invite Non-profits to offer resources to our Title I Community. Interested parties can contact our Community Liaison [Sarah Accardi](#) for more information. Also on the 15<sup>th</sup> is our opening General Session which features an Arts Panel, "The Art of Well-rounded Education". Arts panelists will share with decision makers and educational leaders how arts education can effectively align within the new **Comprehensive Needs Assessment** required for Title I applications.

If YOU work at a Title I school, please consider attending the MEGA Conference. Increase your capacity to engage within the Title I process at every level. At the very least, be sure your school leadership team are present!

### A3C- Arts Advisory and Action Committee: Update!

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Through our continuous effort to gather meaningful Arts Education Data, I am pleased to present highlights from the August 30<sup>th</sup> meeting. A more complete analysis and review of the A3C program is available online through the [Arts Education Office website](#). Detailed analysis of this meeting will be available later in early January after our “Round Table Advisory Committee” (RTAC) has an opportunity to gather and assess this information together.

## **A3C August 30<sup>th</sup>, 2017 Meeting Highlights**

The following ‘snapshot’ is taken from the August 30<sup>th</sup>, 2017 meeting. Participants were asked to rotate between three general spheres of operation, identifying Arts Education needs within each sphere: School Sector, Community Sector, Governmental Sector. Then, participants were asked to identify the top needs within each sector. These are reported here:

### • **School Sector Needs**

1. Emphasizing/acknowledging the value of the arts in the role of producing well-rounded students
2. Unequal allocation of resources
3. Meaningful Professional Development created for Arts Educators, and those responsible for evaluating Arts Educators

### • **Community Sector Needs**

Unifying and gathering data between schools and community arts organizations- identify the common language that will turn Arts Data into impactful solutions.

1. Lack of understanding from parents about the value of arts integration.
2. Build collaborations with local business- help Arts Educators identify 21<sup>st</sup> Century skills to teach students, better preparing them for future employment.

### • **Governmental Sector Needs**

- Policy makers lack a background or understanding of Arts and Arts Education
- Evidence-based data used to inform decisions

**The purpose of identifying needs across *multiple* spheres of influence (School, Community, Governmental) is to inspire our Arts Education Stakeholders to be better equipped to self-advocate for *themselves* and their *students*. Increasing the capacity of our *teacher leaders* allows for a more intentional impact on the field of Arts Education, contributing to increased access and a deepened rigor of instruction which contributes to a well-rounded education as outlined by ESSA.**

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## **ADE Opportunities for Teachers**

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Start planning NOW for next summer's PD Teacher and Leader Professional Development opportunities!

Cutting edge instructional strategies for teachers:

[Teachers' Institute](#)

June 4-5, 2018

J.W. Marriott Starr Pass Resort & Spa  
Tucson, AZ

Local & District Administrators gather to improve teacher and student outcomes:

[Leading Change Conference](#)

June 6-8, 2018

J.W. Marriott Starr Pass Resort & Spa  
Tucson, AZ

## OPPORTUNITIES FOR STUDENTS

### Arizona Curriculum Theatre - Poetry and Look Alike Contest

Arizona Curriculum Theatre is gearing up for their annual "Poe Fest" in the heart of Phoenix Downtown. This year, they invite middle school students to participate in a [Short Story/Poetry/Look Alike Contest](#). Information can be found on their website under the contest tab. **Submission deadline is Friday October 20th.**



### Call **EXTENDED** for Student Talent - MEGA Conference



**To allow even more student performers to participate in this year's MEGA Conference, we are EXTENDING the application process to October 11<sup>th</sup>!**  
**Visual Arts submissions will be accepted through October 30<sup>th</sup>.**

The Title I Division of the Arizona Department of Education is excited to offer their annual MEGA Conference, your one-stop-shop for Title I needs. This year's theme "A World of Opportunities" celebrates the wonderful programming and innovative solutions our schools are providing for our students.

## Visual Arts Eligibility

Any Title I school or program in Arizona is eligible to enter. **Artwork must be dropped off or mailed to our Arts Education Office no later than 5:00 pm on Monday October 30<sup>th</sup>.**

**Artwork must be themed around “A World of Opportunity” and must include: name and contact information of the school, name and grade level of the student artist, and name of the Arts Instructor.**

All **visual media** – including sculpture, paintings and drawings, collage, photography, and mixed media artworks – are eligible for Entry. We request that schools identify a total of **three** entries per grade band to be submitted to ADE.

## Performing Arts Eligibility

6<sup>th</sup> -12<sup>th</sup> grade Performing Arts students are encouraged to apply for a performance opportunity at the 2017 MEGA Conference. Performances should be geared toward the theme “A World of Opportunities” and must consist of content appropriate for school aged children. All performing arts disciplines and all sizes of ensembles are encouraged to apply. Performing Arts groups should complete the attached application and performance information sheet.

There are 6-8 performance slots available. The Arizona Department of Education reserves the right to screen performances prior to the November Conference. **ALL applicants must submit, along with their application, a 1 min video sample of the intended performance.**

Our finalists may be subject to additional screenings which will be scheduled on a first-come-first-served basis occurring during October.

We encourage Performance Ensembles to complete and return this [form](#) by **October 11<sup>th</sup>, 2017**.

**Application and link to video should be emailed to:**

**[Arts Ed Inbox](#), attn.: ADE Arts Education Specialist.**

Contact the Arts Education Specialist [Dustin Loehr](#) for more information.

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## Fall Break Camp at Phoenix Center for the Arts



At **Phoenix Center for the Arts** “Fall Break Camp”, children will experience a full day of professional instruction in visual and performing arts. Classes include Music, Dance, Drama, and Visual Arts. At the end of Camp, the Center will hold a performance showcasing what the campers have created!

**Session One:** Theme: The Great Pumpkin 10/09/17 – 10/13/17

**Session Two:** Theme: Monster Mash 10/16/17 – 10/20/17

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**Time:** 9:00am – 4:00pm, Mon-Fri

**Ages:** 6-12

**Price:** \$220 per session (after September 8)

\$15 off each additional sibling.

Before and after care available. Lunch is not provided.

Sign up by calling [602-254-3100](tel:602-254-3100) or by visiting the [Phoenix Center for the Arts](#).

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## Arizona Commission on the Arts Poetry Out Loud

*Registration is closing soon for the 2018 Arizona Poetry Out Loud. Poetry Out Loud is a national poetry recitation competition that invites the dynamic aspects of slam poetry, spoken word, and theater into the high school English classroom. Through Poetry Out Loud, students can master public speaking skills, build self-confidence and learn about their literary heritage. Utilize our easy [online tool](#) to register and access additional information.*

**Register by Tuesday, October 31** to be a part of this important national program.



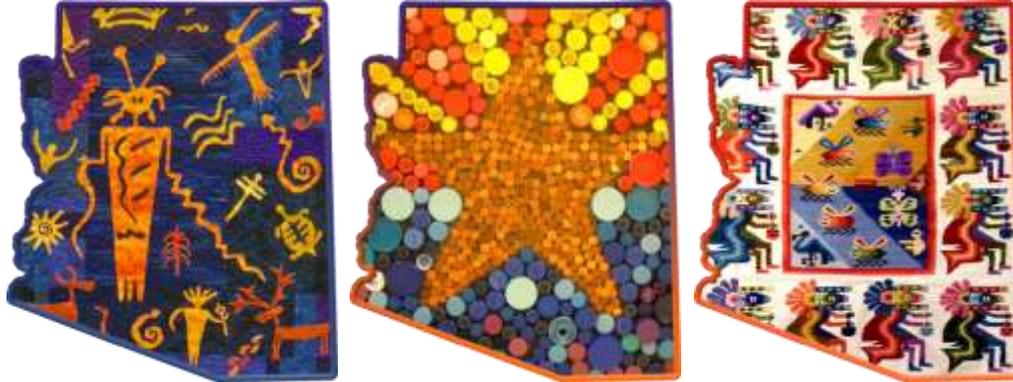
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## Arizona Department of Education “We Are Arizona!” 4<sup>th</sup> Grade Collaborative Student Artwork Competition

The **“We Are Arizona!” 4<sup>th</sup> Grade Collaborative Student Artwork Competition** is a visual arts contest for 4<sup>th</sup> grade students from around the State of Arizona. Students participate in the contest by working with their classmates to create and submit an original work of art designed around the theme:

**“We Are Arizona!”**

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Under the supervision of their teacher, 4<sup>th</sup> grade students within a single classroom or grade level will work together to integrate their recently-acquired knowledge of Arizona – its rich and enduring history, its magnificent and awe-inspiring vistas, its industrious and rugged people, and its diverse and vibrant cultures – into a cohesive and inspiring work of art. All **visual media** – including tapestry, sculpture, paintings and drawings, collage, photography, and mixed media artworks – are eligible for Entry.

The [4<sup>th</sup> Grade Social Study Standards](#) can be used to help guide and refine your entry.

The contest is open to all Arizona 4<sup>th</sup> grade students working collaboratively within a single classroom or school.

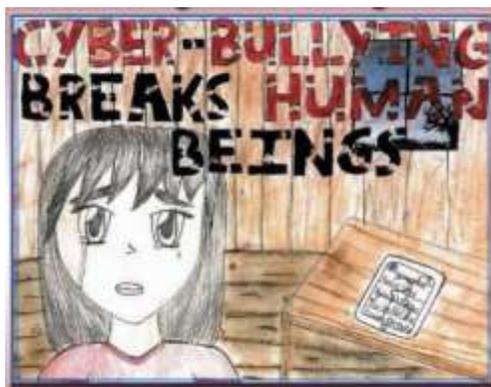
Contest entries must be received by the Arizona Department of Education no later than **5:00 p.m. on Friday, December 15, 2017.**

**The Winning class/grade level AND school will receive a series of exciting and engaging awards and prizes! More information available soon.**

**Information regarding submission requirements will be made available on the Arts Education Office “Student Opportunities” page.**

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## Arizona “Kids Safe Online” Cyber Security Awareness Calendar Contest



(2017 Contest Winer)

Sponsored by the Arizona Department of Administration, The Arizona Department of Education, LifeLock, and Arizona One Credit Union, the **Arizona “Kids Safe Online” Cyber Security Awareness Calendar Contest** is once again accepting student art!

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## WHO CAN PARTICIPATE?

Arizona students, grades K-12<sup>th</sup> (public, private, charter schools, home schooled, and youth organizations)

## WHEN IS THE DEADLINE?

**FRIDAY DECEMBER 15, 2017**

MUST BE RECEIVED VIA US MAIL OR OTHER TYPE OF COURIER,  
LATE ENTRIES WILL NOT BE ACCEPTED

KIDS SAFE ONLINE CALENDAR ART CONTEST  
STATE OF ARIZONA  
ARIZONA STRATEGIC ENTERPRISE TECHNOLOGY OFFICE  
STATEWIDE INFORMATION SECURITY AND PRIVACY OFFICE  
100 NORTH 15TH AVENUE, SUITE 400,  
PHOENIX, AZ 85007

## WINNERS RECEIVE?

ONE GRAND PRIZE WINNER (FEATURED ON THE CALENDAR COVER)  
&  
ONE WINNER FROM EACH GRADE GROUP (K-5, 6-8, 9-12)  
RECEIVES A PRIZE

Official Rules & Information is available online at the [ADEO Website](#).

## OPPORTUNITIES FOR SCHOOLS

### **Scottsdale Arts- Spoken Word School Residencies**

Ignite your students' love for writing and confidence in public speaking! Scottsdale Arts is proud to offer classroom-based artist residency programs that provide **arts-integrated learning** experiences to support core-class curricula. Poetry personal to performance opens the door to personal writing with a glimpse of poetry as performance art. Poet, performer and teacher KJ Miner's **week-long** residency engages students who are reluctant to write through an approachable method of journaling, idea mapping and group critiques. Final works are shared with classmates at the end of each session.

Grades: 7-12

Length: Five, one-hour sessions

Cost: \$600





### **State Education Agency Directors of Arts Education (SEADAE) Report**

SEADAE consists of those persons at state education agencies whose responsibility is education in the arts (Dance, Media Arts/Music, Theatre, and Visual Arts).

*Mission- To support the professional effectiveness of individual members and provide a collective voice for leadership on issues affecting arts education.*

*Purpose- To achieve quality, comprehensive, sequential, standards based education in the arts for all students PreK-20.*

Every other year, SEADAE partners with the National Assembly of State Arts Agencies to produce a Joint Professional Development Institute. This year's theme centered on effective use of Arts Education data to define and address equity gaps in state level arts education policy and practice. Arizona is fortunate to have been selected in 2015 to be part of a 7 State initiative to gather ArtsEd data to better inform policy and advocacy efforts. The State Policy Pilot Program (SP3) offered three years of funding from [Americans for the Arts](#) allowing AZ to continue the Arts Education Census work, update the AZ Arts Education Standards, and create the [Standards Website](#). Funding also allowed for the collection and organization of Title I resources for Arts Education via the creation of [Arizona Title I Arts](#) website. These two web-sources will be maintained by ADE and [Arizona Citizens for the Arts](#) to provide consistent resources for teachers, school leaders, and community members.

***I am honored to serve as Arizona's SEADAE representative.*** My time at the Joint Conference was meaningful and transformative. It's invigorating to connect with Arts Education Director colleagues from across the Nation! I am excited to celebrate with you the wonderful work that is already in place in Arizona! We are a *leading* force in the implementation of the current Arts Education standards. Our successful inclusion of the Media Arts as a recognized discipline, and the diverse teacher certifications available to Arizona instructors are noteworthy. The work being done by our Dance Educators has been highlighted by other states who are just now beginning to adopt Dance Education standards and who are lobbying for a separate Dance Teaching Certificate/Endorsement. Our comprehensive [Census Data](#) is referred to as an example model of Statewide Arts Education Data collection.

This conference also allowed me to begin cultivating a deeper understanding of how we can better put *policy* into *practice*. As Arizona Arts Educators, the number of tools and resources available to us is exciting! We now need to intentionally access and implement them! At

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times, there may seem to be a disconnect between what is available and what you are effectively able to utilize in your classroom. Outside constraints (bureaucracy, state and district objectives, school budget cuts, administrative priorities, ext) may impede your ability to immediately access these tools. I want to reaffirm that I am your ally and will do everything in my power to help minimize the barriers imposed upon our field. I want to encourage you to be your own advocate, and **that means understanding and consistently using the tools and resources set in place**. It is **our** responsibility to thoroughly understand the arts standards and integrate them into our lesson plans and courses. It is **our** responsibility to engage in conversations with school leadership and the community about the well-rounded education we provide our students. **Our** responsibility to authentically assess our students learning and communicate these outcomes to administrators. Become engaged in ArtsEd initiatives through ADE and other state and local organizations. Understand the paradigm and policy shifts and take advantage of the increased opportunities found in ESSA.

I have accepted a nomination to the [Arts Education Data](#) Committee within SEADAE to better play my part as your Arts Education Specialist. I will be working to, not only facilitate and advocate for the meaningful collection and dissemination of data in AZ, but I will contribute to a National effort as well. This is new territory for me, and I am thankful for the support of my SEADAE colleagues and the backing of the Arizona Department of Education. I will provide updates on this work as new information is made available. For now, reassess what **you** can do to better implement all available resources, collecting your own student data along the way. Remember, meaningful data is another way to communicate the **story** of Arts Education. As artists, we engage in storytelling every day and “without data, you’re just another person with an opinion.” I am always here to support you in this work.

If you have an item that you would like discussed by the round table committee (RTAC), or at the upcoming A3C Regional Tour, please email these to ADE’s [Office of Arts Education](#).

## ADDITIONAL INFORMATION

Interested in receiving this e-newsletter? Email [ArtsEd@azed.gov](mailto:ArtsEd@azed.gov).

Do you have information to share with arts educators in our state? Send them to [ArtsEd@azed.gov](mailto:ArtsEd@azed.gov). E-newsletters will be sent out monthly. Thank you for all that you do to support arts education in Arizona!

### Dustin Loehr

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