

Visual and Performing Arts Education in Kentucky

A Vision for the 21st Century



Kentucky Coalition for Arts Education January 2015

Kentucky Art Education Association

Kentucky Association of Health, Physical Education, Recreation and Dance.

Kentucky Music Educators Association

Kentucky Theatre Association

Visual and Performing Arts Education in Kentucky

A Vision for the 21st Century

Preface

“The arts are part of a balanced education, providing America’s learners with the essential knowledge and skills they need in order to be productive, college and career ready citizens.”¹ As the twenty-first century emerges, artistic skills and ways of thinking are becoming a critical component and an integral part of the creative work environment. In addition, the arts are exploding in importance in the global culture and economy.² The overwhelmingly prevalent belief by Americans that “The American public values a quality arts education in our schools,”³ and years of multiple research studies confirm that students who are provided arts-rich learning experiences (not to be confused with mere exposure to the arts) do better in school, achieve higher levels of education, and are more engaged in public service in their adult years.⁴ Most important, kids just need the arts.

Senate Bill 1, 2009, the Unbridled Learning Assessment and Accountability System for Kentucky, included several components that can be used to guide a vision for Dance, Drama/Theatre, Music and Visual Arts Education in Kentucky for the 21st century. The legislation demonstrated an understanding that learning in the arts goes beyond paper and pencil assessment, and that opportunities to learn through creating and performing in each art form were better supported by a Program Review accountability system. Senate Bill 1 also directed the Kentucky Board of Education to adopt new curriculum standards that represent the best in current thought on the state and national level. Consideration of the new National Core Arts Standards is the next logical step toward reaching that level of expectation for visual and performing arts education as directed by the Kentucky General Assembly.

However, as these components are put into practice, it is becoming increasingly apparent that implementing a broader vision of accountability and adopting new rigorous standards will not be enough to ensure that all students have access to a high quality arts education; one that truly supports developing students’ artistic talents and abilities as mandated by Senate Bill 1.

Improving arts education in Kentucky will call for more than Program Reviews, because the reviews currently lack rigor due to a lack of statutory and regulatory support, have limited, questionable reliability because they are self-reported, utilize a rubric that is subject to wide interpretation in the hands of non-arts specialists, and lack an auditing process to encourage and ensure honest appraisal. The Arts and Humanities Program Review is a valuable tool for evaluating the quality of non-tested arts programs, but further refinements must be made before it will have any solid impact on improving the rigor and quality of arts education across the Commonwealth.

Improving arts education in Kentucky will call for more than new standards that are more rigorous **because highly trained arts-specialists teachers are the critical component to accurately unpacking and delivering rigorous arts standards.** This will be absolutely essential if Kentucky adopts the National Core Standards for the Arts, which are organized by arts processes rather than content. The new national standards represent some of the most forward thinking philosophies of the most respected arts educators in the field. Research prior to development of the standards was impressive, and the vetting and refinement process was exhaustive. However, these standards which focus on the primary artistic processes: creating, performing, responding, and connecting, require the expertise of teachers who are competent as applied artists in their own right as well as being trained in art pedagogically. They assume that the teacher is competent in *artistic skill and content* in order to effectively direct student learning using these standards.

While progress in accountability and curricular arts standards is evident, we believe that there are some egregious shortcomings in statutory language and regulatory structures that form the underlying foundation upon which these reforms rest. These shortcomings include a lack of statutory protection for teaching time in the arts particularly at the elementary level, a lack of sufficient qualification in certifications for teaching visual and performing art (especially at the elementary level), an abysmal lack of teacher preparation programs leading to certification for Dance and Theater specialists, and inaccurate course codes and descriptions of arts courses that allow unqualified teachers to deliver arts instruction. Unless these shortcomings are remedied, we see the prognosis for improvement in arts education in Kentucky to be bleak, and it is even

more likely it will experience decline. We have collected data that suggests this decline is already occurring.

Therefore:

If visual and performing arts education in Kentucky is to be improved, the Kentucky General Assembly, the Kentucky Board of Education, the Kentucky Department of Education, the Educational Professional Standards Board, and the Kentucky Council on Post-secondary Education must work together to develop an **overarching vision and a set of specific goals** for visual and performing arts education in Kentucky. That vision must ensure that every child has access to a sequenced, standards-based visual and performing arts curriculum taught by qualified arts specialist teachers who can effectively develop the artistic literacy and skills which contribute directly to the development of 21st Century skills.

The vision should rest upon the principles set forth in The Value and Quality of Arts Education that were developed by the Consortium of National Arts Education Associations and endorsed by a cadre of national school associations including the Council of Chief State School Officers and the National School Board Association.

The principles set forth that:

- **Every child should have an education in the arts:** *Time must be protected in the school day for the specific study of the arts disciplines.*
- **Arts classes are core:** Visual and performing arts study must be considered serious study, the same as other academic pursuits. This includes a *sequenced, standards-based curriculum* delivered by *qualified arts-specialist teachers* who have the skills to ensure the kind of rigor in arts study that leads to artistic literacy and artistic independence. It also requires that arts instruction receive the same *support for resources* as other subjects.
- **Arts education should be grounded in rigorous instruction** reflecting research-based standards. Assessment of student progress must be meaningful and congruent to these same standards measuring what students should know and be able to do in the art forms.
- **Community resources** that provide exposure to the arts should be used to enhance and support in-school, sequenced, standards-based arts education, but should not take the place of it.

- **The impact of the arts** should be incorporated into the philosophy of this vision. This means valuing the place of the arts in the curriculum not only for their intrinsic value, but for the added benefits they provide in developing intellectual strength, creative thinking, and empathy toward others, as well as developing self-confidence and increasing student engagement in school.

We further believe a vision for arts education must ensure that:

- **The arts are incorporated and used throughout the school where they enhance learning and help students make connections to other subjects** such as math, language arts, social studies, and science; but that the power of the arts to enhance learning is never confused or substituted for education *in* the arts which builds artistic literacy and independence.
- **Secondary arts education provides a sufficient amount of diverse and sequenced specialized courses in each art form to** adequately support college and career readiness and ensures students' artistic independence as necessary for lifelong arts participation, arts consumption, and support of the arts. This includes introducing courses in media arts as defined by the National Coalition for Core Arts standards as a new art form.
- **Colleges and universities develop more degree programs leading to certification of additional specialists in theater and dance for P–12.** Dance and Theater/Dramatic Arts are unique artistic disciplines consisting of specific skills and concepts that require specialized instruction. Teachers who are highly trained in those disciplines best teach those skills and concepts.

In order to achieve this vision, Kentucky decision makers will have to make changes in existing policies and practices, and establish new regulations that set a higher standard of expectation. In this white paper, the Kentucky Coalition for Arts Education (KCAE) ⁵ has identified current practices and policies that are inhibiting the achievement of Kentucky's Learner Goals for music, visual art, theater/dramatic arts, and dance. These current policies stand as impediments to improving arts education in Kentucky and obtaining the Vision put forth in this paper. The Coalition offers the following list of concerns along with recommendations for rectifying detrimental practices and policies.

I. Protect time for discipline-specific, standards-based arts instruction

We have noted a variety of practices that threaten the amount of time that students have access to regular, standards-based, and sequenced instruction in the arts disciplines. These include reports of random scheduling of the arts, arts classes at the elementary that meet only part of the year, visual and performing arts instruction that occurs at intervals inconsistent with best practice for retention, and arts instruction that is assigned to the classroom teacher where evidence of discipline-based arts instruction on a regular basis is not substantiated.

Prior to the Kentucky Education Reform Act of 1990 [KERA], the Kentucky Program of Studies established the following minimal requirements for formal study of the arts: ⁶

Elementary and Middle School instruction in the arts:

- i. Kindergarten—daily
- ii. Gr 1-4—120 minutes per week in the arts
- iii. Gr. 5-8—75 minutes per week in music, 75 minutes per week in visual art
- iv. No high school credit was required for graduation, but high schools were required to offer three levels of music and art classes.

Since the inception of KERA there has been no regulatory protection of minimum time for the visual and performing arts in the elementary or middle school. In 2010 an attempt was made by the developers of the Arts and Humanities Program Review to incorporate national opportunity-to-learn standards for arts instructional time into the Program Review rubric. Those attempts were refuted on the basis of a lack of statutory support. Consequently, there is no support in the program review for a defined minimal expectation of discipline-specific time for arts study in the elementary and middle schools.

After the implementation of KERA, a required high school credit in the History and Appreciation of the Visual and Performing Arts or a specialized arts course that contains the standards content for that art form was mandated. *As a result of KERA, Kentucky gained time protection at the high school, but lost all protection of discipline-based study in the arts at the elementary and middle school levels.*

Recommendations:

Legislation and/or regulation should establish a minimum weekly time requirement for discipline-focused, standards-based arts instruction in the elementary school that develops students' basic aptitude and artistic literacy through performing, creating, responding and connecting in the music, visual art, dance and theater/drama.

Legislation and/or regulation should establish a minimum weekly time requirement for middle school which supports art instruction that allows a student to begin to specialize in the art form(s) that best expresses the student's individual talent and interest **or provides standards-based arts instruction** that continues to develop the student's artistic literacy through performing, creating, responding and connecting in the study of multiple art forms.

Legislation and regulation should ensure that high school students have access to visual and performing arts classes throughout their high school years. It should provide for all schools to offer varied levels of specialized courses in music, visual art, dance theater/dramatic arts, and potentially media arts in order that a student may specialize and develop independence in the art discipline of his or her individual talent and interest. It will also provide for students to pursue a Career Pathway in any of the art disciplines beginning in his/her freshmen year. Graduation credit requirements, other career pathways, and other high school requirements should allow students to participate in arts classes throughout the high school years.

II. Provide for high quality specialized arts teachers to deliver visual and performing arts instruction

Data collected by affiliates of the Kentucky Coalition for Arts Education indicate that over the past several years indicates that there is an increased number of elementary schools assigning arts classes to teachers who are not specialists in these disciplines and have little training. Currently any elementary teacher, ESL teacher, or special education teacher is certified to teach visual and performing arts in the elementary school after having taken six or fewer credit hours in any kind of arts training.

For example, in 2014, of the eighty-nine elementary schools in Jefferson County, forty-six had a certified music specialist, thirty-seven had a certified art specialist, fifty-three taught "arts and humanities" as a course, and twenty-eight of those teachers were non-arts specialists. Two

schools have no in-school arts program. Only twenty-five schools, less than a third, have both an art and music teacher.⁷

Of the five elementary schools in the Covington Independent School District, none have a sequenced-base music program taught by a music specialist. One has an arts and humanities class taught by a certified elementary teacher who is not an arts specialist. One has music class taught by a certified elementary teacher who is not a music specialist. The other three have no in-school music teacher of record. Instead, they work through the Carnegie Center to provide music instruction for their students. While this is a good exposure strategy, it does not take the place of regular-scheduled, sequenced music instruction delivered by a teacher who can ensure that each student's talents and abilities are being nurtured and assessed in a way that results in the student's growth in the arts. This is particularly tragic when one realizes the high number of low socioeconomic status students who may possess great potential in the arts but whose only access to unlocking that ability is through the schoolhouse door. It is doubly tragic when one considers that robust arts programs have been shown to have tremendous positive by-products that affect student achievement in other subjects and increase engagement in school.⁸

Fayette County has experienced an 8.35% decline in certified music specialist from 2008 (pre-SB1) to 2014; and that percentage has already increased in the 2014–15 school year. Two schools have no music or art specialist in the school, and in some schools certain grades have no music or art specialist teacher assigned to them.⁹

In 2013, the Kentucky Music Educators Association appointed a Commission on Music in Appalachia to study current music education trends in Kentucky, and particularly explore disparities that might exist between the Appalachian region and the rest of the state. Data was collected from 367 KMEA members (299 who taught outside of the Kentucky Appalachian region and 68 from Appalachia). The responses covered P–12 education. The data revealed that 43.8% of respondents in the Appalachian region said they have no music at all in at least one school in their school district and that 61.2% of the respondents have no certified music teacher in at least one school in their district. The survey revealed that approximately 32% of schools in Appalachia have no visual arts teacher while 23% outside of Appalachia have no arts teacher,

and that 87% of school in Appalachia had no theater teachers while 74% of schools across the state have no theater teachers.¹⁰

Even when arts classes are offered in the elementary school, inadequate state certification regulations allow, and in effect promote, the certification of unqualified, ill-prepared teachers to teach the arts. Most elementary teacher preparation programs in Kentucky require that education students take two courses or less (six hours or less) in music or art for the elementary school. There are no similar course preparations for theater or dance, although some programs may require a three-hour introductory course to physical education that may include dance training. Yet, under current regulations, this three to six hours of coursework certifies teachers to teach specialized music, art, dance, or theater classes. Such preparation does not compare to a four-year degree program for base certification as a P–12 music specialist that includes the following: four semesters of music theory, two to four semesters of music literature or history, eight semesters of applied study in voice or an instrument and seven semesters in elementary, vocal, and instrumental pedagogy. One can hardly justify the equity for music education students being taught by a non-music specialist who may not be able to keep a beat, match a pitch, or distinguish a clarinet from an oboe. The same scenario could be applied to visual art. Sadly, the scenario for dance and theater specialists is even more troubling. To our understanding, only one college or university in the state (Eastern Kentucky University) offers a degree program in dance education, and only three schools (Thomas More, Morehead State University, and Eastern Kentucky University) offer degree programs in theater education. These few schools are the only ones offering paths of preparation that match the typical rigor of music and visual art teacher preparation programs. The Association for Childhood Education International, a contributor to standards development for the National College Accreditation for Teacher Education states the standard for arts preparation for elementary teachers as follows:

The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;¹¹

One should be careful to note that this standard of expectation is in regard to the level of arts integration for enhanced learning rather than the level of providing a sequenced-based, literacy-

directed curriculum. Elementary teachers need introductory courses in music, art, dance, or theater to increase their capacity for helping students learn more efficiently through their interests and multiple modes of inquiry and communicate through a variety of media, but those limited introductory course do not and should not certify a teacher to develop students' literacy, talents, and skills in the arts.

At the middle and high school levels, similar problems in teacher competency exist due to the umbrella certification of English teachers to teach theater, and for physical education teachers to teach dance. English teachers who are certified to teach theater may not have been required to take any applied coursework in theater in their teacher preparation program. Physical education teachers are often similarly underprepared to teach dance. Indeed, their certification may be based on as little as one course in dance, leaving them woefully underprepared to develop students' talents and abilities in those art forms. Teachers lacking in expertise can in no way be expected to prepare students for career pathways in those art forms. Further, as long as these certification permissions exist, the number of truly qualified dance and theater teachers will remain inadequate to meet the need.

Recommendations

Establish policy that requires every elementary school to have, at minimum, a certified visual art specialist delivering visual art instruction and a certified music specialist delivering music instruction. Develop long-range target date(s) when each elementary school will have a certified theater and dance specialist, *and take steps to develop degree programs in the colleges and universities that lead to certifications for those specialized areas in order to address anticipated workforce needs.* Continue to require some arts training for elementary teachers that provides for enhancing classroom instruction but does not certify those teachers for teaching arts literacy courses.

Establish policy that requires every middle school to have, at minimum, a certified visual arts specialist delivering visual art instruction, and a certified music specialist delivering music instruction. Develop long-range target date(s) for ensuring that each middle school will have a certified theater and dance specialist, *and take steps to develop degree programs in the colleges and universities that lead to certifications for those specialized areas in order to address*

anticipated workforce needs. Phase out certifications that allow non-arts specialist to teach arts appreciation courses.

Establish policy for the high school that requires Visual and Performing Arts courses for which students receive credit to be taught by the appropriate certified arts specialist. Provide a long-range target date for requiring all schools to have certified arts specialists (or specialized endorsements in all arts forms: music, visual art, dance, and theater) who are capable of developing students' specialized talents and abilities to the highest level. Ensure that students taking survey courses, *e.g.*, The History and Appreciation of the Visual and Performing Arts, are equally served through content delivered by competent visual and performing arts instructors who are sufficiently trained to making those courses meaningful and productive in order to help develop students' artistic understandings and sensitivities. Phase out certifications that allow non-arts specialists to teach arts appreciation courses.

KCAE supports the State Education Agency Directors of Art Education (SEADAE) position statement *The Role of Arts Educators*, which defines the roles that arts specialist teachers, classroom teachers, and community artist have in a child's formal arts education.¹² SEADAE identifies the certified arts-specialist teacher as the most appropriate instructional staff to deliver sequenced, standards-based arts instruction. It identifies the classroom teacher as working with the arts-specialist where natural connections to content increase the understanding of the arts and/or increase understanding in other subject areas. It identifies the arts community as critical in helping students solidify concepts and skills through real-life models and experiences that enrich the arts learning environment.

Research has shown that the single most important component of a high-quality learning environment is a highly qualified educator in the classroom.¹³ If a quality vision of arts education is to be achieved, Kentucky must re-define its criteria for a highly qualified arts educator.

III. Ensure that Statutory, Regulatory, and KDE terminology supports high-quality arts education

Inaccurate terminology (particularly the pairing of the "humanities" with the "arts") in statutes, regulations, and education documents is another impediment to achieving a vision for quality arts

education in Kentucky. It affects the rigor of instruction, the quality of content in arts courses and increases the number of unqualified teachers certified to deliver instruction in arts courses.

For example, the elementary arts education experience should develop students' aptitudes and abilities in the arts. Such education should include exploring the elements and artistic processes of the art forms and developing the basic literacy and skills in those art forms that lay the foundation for helping a student discover his/her artistic voice. Unfortunately, the pairing of the term "humanities" with "the arts" in course code descriptions has led to "*arts and humanities*" courses in the elementary school that allow schools to offer arts instruction that is limited to exposure to the arts and learning about the arts rather than developing basic artistic literacy and skill in the processes of each of the visual and performing arts disciplines. At best, they barely scratch the surface in the art forms because of the wide breadth of content to be covered and the lack of specialized focus on any one art form.

Further, their generalized nature makes it easy to assign unqualified arts teachers to the courses. It is our understanding that titling an elementary arts course as "Arts and Humanities" relieves the school of the highly qualified status required for music and art teachers as specified in NCLB. Even when an arts specialist *is* assigned to the course, that teacher may not have the breadth of preparation and expertise to adequately teach the other art forms within the survey course. The implementing of these "arts and humanities" courses at the elementary level appears to be rising (see data in section 2).

An additional consequence of including the term "humanities" in the visual and performing arts standards, course code descriptions, and other KDE documents is the impact upon arts educator certification at the middle and high school levels. This terminology has allowed a host of educators with no applied or pedagogical training in the visual or performing arts to be certified to teach courses that contain "arts and humanities" in the course title or course description. These courses are aligned to the Kentucky Core Standards for Arts and Humanities that have no humanities content other than that directly relating to each art form (historical periods in art, cultural factors relating to art development, etc.). Specific to the high school level, using the terminology "Arts and Humanities" in course code to describe the *History and Appreciation of*

the Visual and Performing Arts course has allowed almost every certification except math and science to teach the class, even though the degree programs leading to these certifications require *no* coursework in any applied art courses or “related arts” pedagogy classes. In 2008, Fayette County listed twenty-one teachers teaching the high school course History and Appreciation of Visual and Performing Art (HAVPA). Of those twenty-one teachers, only six had training as a visual or performing arts specialist. Nearly seventy-six percent of those teaching the HAVPA course were certified in subjects other than visual or performing arts (e.g. practical living, history, social studies). Two of the six high schools had no arts specialist teaching any of these courses. In 2014, twenty-three HAVPA teachers were listed. Only eight were certified arts specialists, and three high schools had no certified specialist teaching the course.¹⁴

The pairing of the terms “Arts and Humanities” was not part of the original statute in the Kentucky Education Reform Act of 1990. The statutory language clearly separated the humanities from the arts in the same manner that other subjects are separated in the Declaration of State Learner Goals in KRS 158:6451:

2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;

The pairing first appeared in KDE documents regarding linkage for the CATS test in the arts, and it only came into statute with SB 1 2009 when legislators used current KDE language to remove the “Arts and Humanities” test from the written state assessment. The test had contained only visual and performing arts content, so a reference to it as “Arts and Humanities” is a misnomer that has lead in unfortunate directions.

Of the fifty states, only three (including Kentucky) include the word “Humanities” in the titling of the state standards for the visual and performing arts; and only one (Idaho) includes anything other than the visual and performing arts content in the standards.¹⁵ Only three states do this because the humanities represent too broad a spectrum of disciplines relating to the human endeavor (language arts, foreign language, philosophy, religion, history, social studies, social sciences, psychology). Although some colleges and universities include the fine arts in their college of “Arts and Humanities,” the visual and performing arts may also be found in the college

of “Arts and Sciences.” ALWAYS, they are listed independently from the Humanities because they are unique modes of inquiry that are very different from either the Sciences or the Humanities. Even the President’s Committee on the Arts and Humanities always separates the two areas. The “humanities” terminology in the title of Kentucky’s Core Standards for Arts and Humanities implies too broad a realm of disciplines (disciplines that are already addressed with their own independent set of Kentucky Core Standards and set of course codes) and does not accurately represent the content that is limited to the visual and performing arts in those standards. It continually blurs the focus on achieving Kentucky’s learner goals in music, visual arts, theater/dramatic arts, and dance as mandated by Kentucky Learner goal seven.

Recommendations:

Remove the “Humanities” terminology from all Visual and Performing Arts Standards in Kentucky Standards and revise language in Unbridled Learning Assessment and Accountability-related statues in order to resolve the myriad problems created by this unfortunate and misleading pairing of terms. Focus Kentucky’s energies in art education on the visual and performing arts by using the correct terminology in statutes and regulations.

Revise Current Visual and Performing Arts Course descriptions in the course codes to more accurately align with the purpose of the course and the course standards. The “Arts and Humanities” course title terminology and resulting inaccurate and vague course descriptions that include this terminology result in permissions to teach courses for which a teacher may be highly *unqualified*. Course descriptions in some cases do not line up with the purposes set forth in state standards, and they will definitely not line up with new National Core Arts Standards that focus on artistic processes—doing art, not just learning about it.

Work with the EPSB to revise certifications and permissions for teaching arts courses.

Begin a dialogue with college teacher preparation programs toward program expectations for coursework that adequately provides prospective arts specialist teachers with the basic understandings in each of the art forms that they will need in order to effectively teach “related arts”¹⁶ courses such as the History and Appreciation of the Visual and Performing Arts, and include those expectations in certification requirements.

Begin dialogue with colleges and universities to increase the number of institutions offering teacher preparation degree programs for specialist degrees in Dance and Theater in order to develop the necessary workforce to deliver a complete, quality arts education in Kentucky's schools. Develop coursework toward a theatre and or dance endorsement and require this coursework in *addition* to the Physical Education or English certification that is currently accepted to teach dance or drama/theatre in middle and high schools. Phase out certifications that allow Physical Education teachers to teach Dance when they have no specific course content preparation in that discipline. Do the same for English certifications.

Continue to require elementary teacher preparation programs to include arts courses for elementary teachers that prepare them for integrating the arts (dance, drama/theatre, media arts, music and visual arts) in the elementary school, but do not allow this coursework to be used for certifying elementary teachers to teach specialized arts courses.

In February 2010, Sandra Rupert, Director of the Arts Education Partnership, delivered a report showing multiple correlations between learning in the arts and the creativity and innovation that “will set the American workforce apart from other countries with similar levels of knowledge and skills.” She went on to conclude, “We must continue to call for and support federal, state and local education reform efforts that demonstrate, *in both policy and practice*, that the arts are an indispensable and integral part of providing all students with a competitive education.”¹⁷ The Kentucky Coalition of Arts Educators, consisting of representatives from the four professional arts education organizations, is calling on the Kentucky Department of Education, the Kentucky Board of Education, Kentucky General Assembly, the Education Professional Standards Board, the Council on Post-secondary Education, and all other stakeholders to act on these recommendations in order to strengthen arts education in our state and provide *all* students with the opportunity for an authentic and rigorous arts education delivered by highly trained arts teachers who can develop students’ “artistic talents and abilities” as mandated by KRS 158:6451. We know that a robust, 21st Century vision for arts education will enhance our children’s school experience, increase their joy of living, contribute to their economic success, and enrich the cultural fabric of the Commonwealth. We stand ready to support and work with all stakeholders in this effort.

Appendix

Kentucky Statutes Related to the expectations for Arts Education in the Public Schools

[1990] The arts Listed in two Kentucky Learner Goals:

List KRS 158:6451: <http://www.lrc.ky.gov/statutes/statute.aspx?id=3552>

[1990] The firm grounding in the arts listed in Capacities:

KRS 158.645: <http://www.lrc.ky.gov/Statutes/statute.aspx?id=3551>

[2008] The arts Listed as a core discipline:

KRS 159.035: <http://www.lrc.ky.gov/Statutes/statute.aspx?id=3630>

Notes

¹ State Education Agency Directors of Arts Education (SEADAE). *Arts Education for American's Students: A Shared Endeavor*. 2013: Washington, D.C.

² The National Governors Association. *New Engines of Growth: Five Roles of Arts, Culture and Design*. 2012: Washington DC. All together, the nonprofit arts industry and its audiences is a \$135 billion industry employing 4.1 million Americans! (Americans for the Arts, Arts and Economic Prosperity IV Report

<http://www.nga.org/files/live/sites/NGA/files/pdf/1204NEWENGINESOFGROWTH.PDF>

³ Americans for the Arts. "New Harris Poll Reveals That 93% of Americans Believe That the Arts Are Vital to Providing a Well Rounded Education," 2005:

<http://www.americansforthearts.org/sites/default/files/pdf/news/pressreleases/2005/06/New-Harris%20Poll-Reveals-93-Percent-of-Americans-Believe-Arts-are-Vital-to-Well-Rounded-Education.pdf>.

⁴ Catterall, James. *Doing Well and Doing Good by Doing Art*. Los Angeles, CA: Imagination Group/I-Group, 2009.

⁵ The Kentucky Coalition for Arts Education is a collective made up of the leadership and representatives from Kentucky's arts education associations. Establish in 2010, the Coalition has provided input to the Kentucky Board of Education and Kentucky Department of Education regarding arts education policy and reform. The Coalition includes the following associations: The Kentucky Association of Health, Physical Education, Recreation and Dance; The Kentucky Art Education Association, the Kentucky Theater Association, and the Kentucky Music Educators Association.

⁶ "Ky. Dept. of Education, Program of Studies for Kentucky Schools, Grades K-12". Frankfort: Educational Bulletin Vol. 52:1, 1984.

⁷ Gano, Melisa, Jefferson County, Ky. Arts Curriculum Specialist, and Lewis, Michelle, Jefferson County, Ky. Music Curriculum Specialist. 2014. Data provided by Jefferson County, Ky. School District.

⁸ What We Do. <http://turnaroundarts.pcah.gov/what-we-do-page/>. 1 January 2014 Web. 3 Nov. 2014.

⁹ Art, Laura. Fayette County Human Resources Department Fayette County Public Schools. Email.

¹⁰ The Kentucky Music Educators Association. “Report of the Commission on Music Education in Kentucky.” *The Bluegrass Music News*, 65(2), pg 3, 67-75. 2014. It should be noted that elementary and secondary levels did not disaggregate responses in this survey.

¹¹ International (ACEI)/ National Council of Accreditation for Teacher Education (NCATE) and Council for the Accreditation of Educator Preparation (CAEP)
<http://www.acei.org/programs-events/acei-standards-for-elementary-level-teacher-preparation>

¹² Lauren Kapalka Richerme, Scott C. Shuler, Marcia McCaffrey Arts Education White Paper: “Roles of Certified Arts Educators, Certified Non-Arts Educators, & Providers of Supplemental Arts Instruction”. State Education Agency Directors of Art Education (SAEDEA), 2012.

¹³ Teacher Quality and Student Achievement. Center for Public Education. n.d.
<http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teacher-quality-and-student-achievement-At-a-glance/Teacher-quality-and-student-achievement-Research-review.html>. Web. 3, November, 2014.

¹⁴ Arts Education Partnership Database of state arts policies: http://www.aep-arts.org/wp-content/DatabaseSupport/StatePolicyReport_Compare_PopWindow.php.

¹⁵ Arts Education Partnership Database of state arts policies: http://www.aep-arts.org/wp-content/DatabaseSupport/StatePolicyReport_Compare_PopWindow.php.

¹⁶ Related Arts Courses refer to courses that address multiple art forms in their content.

¹⁷ Rupert, Sandra (2010). Creativity, Innovation and Arts Learning: Preparing All Students for Success in a Global Economy. Arts Education Partnership.