



## The Music Education Policy Roundtable 2012 Federal Legislative Agenda

### *Roundtable Vision*

- ❖ A music education advocacy and public policy infrastructure of organizations dedicated to ensuring the presence and perseverance of school music programs operated by certified music educators teaching sequential, standards-based music education to students across the nation.

### *Roundtable Mission*

- ❖ The unification of all music education advocacy organizations under a single policy apparatus, working in unison to achieve a consensus set of federal legislative goals, on behalf of the profession and all of those who stand to benefit from its contributions to the broader field of education.

### *Roundtable Guiding Commitments*

- ❖ To utilize the federal legislative agenda “asks,” as appropriate, in support of music education, ensuring consistency of language usage among Roundtable member groups, whenever possible.
- ❖ To engage and facilitate advocacy capacity development among Roundtable memberships involved in grassroots campaigns.
- ❖ To interact with and share reports regularly with the SupportMusic Coalition, in efforts to bolster the work of both advocacy initiatives.

### *Roundtable Policy Mandate*

- ❖ To ensure that Congress maintains the status of the arts as a **CORE ACADEMIC SUBJECT** in any reauthorization of the Elementary and Secondary Education Act (ESEA).
  - Ask: In order to provide students with a comprehensive education and to support music’s key role in contributing to that goal, Congress must maintain the status of the arts as a core academic subject in any reauthorization of the Elementary and Secondary Education Act (ESEA).

*Roundtable Federal Legislative Recommendations (2012)*

- I. Music educators should be **EVALUATED** by qualified individuals utilizing reliable measures germane to their field.
  - Ask: Congress and the U.S. Department of Education should offer guidance language recommending that music educators be evaluated on how well their students learn and perform in their respective discipline. Barring extenuating circumstances preventing the implementation of such a system, all arts educators should be evaluated on how well students acquire skills germane to the field, with accountability directly attributable to individual teachers. New evaluation systems should be developed in the context of the number of students being taught and instructional time available, limiting the use of data to reliable measures. Likewise, observation-based teacher evaluations should be limited to those conducted by individuals with adequate expertise in the arts.
- II. The U.S. Department of Education should collect **RESEARCH** to support the field of music education.
  - Ask: Congress should stipulate that the U.S. Department of Education develop and carry out the process of collecting and disseminating federal data pursuant to the status of music education and other arts programs in order to generally benefit the field, and to assist associations working to accurately gauge the landscape and provide support to educators in jeopardized areas of the country.
- III. **ACCOUNTABILITY** provisions, which include a measurement of music success, are essential.
  - Ask: Congress should include in any reauthorization of the Elementary and Secondary Education Act (ESEA), accountability provisions which include a measurement of music and other arts programs' success, to be implemented in a manner that ensures fairness to all students.
- IV. **FUNDING** should be made available to music programs in all appropriate ESEA-authorized programs.
  - Ask: Congress should ensure that all appropriate federal funding streams under the Elementary and Secondary Education Act (ESEA) are made available to music education and other arts programs.
- V. School day **ACCESSIBILITY** to music education programs should be maintained and increased across the country.
  - Ask: Congress should offer guidance language speaking to the reduction of school day classroom time for music education and other arts programs and recommending that this trend be reversed, however possible.
- VI. **CHARTER SCHOOLS**, consistent with all public schools, should provide students with a comprehensive education, including access to sequential, standards-based music education.
  - Ask: Congress and the U.S. Department of Education should offer guidance language to charter schools, recommending that curricular decisions be made with an eye toward providing all students with a comprehensive education, including music.