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In this issue the *Journal for Learning through the Arts* is proud to introduce a new Opinion section, in which scholars and practitioners present commentary on public policy issues relating to the arts and education. The timing of Howard Levine's piece, "Updating the Libel-Label Fallacy," is especially timely. Levine warns of the danger of believing that numerical data can substitute for other forms of inquiry. Simultaneously, legislation tying teachers' job reviews to student tests scores is being considered in many states.

On May 20, Governor Ritter of Colorado signed into law a bill that may mark the beginning of a national policy shift. This law will hold teachers accountable for whether their students are learning, with 50% of a teacher's evaluation based on students' academic growth as measured partially by test scores (Krigman, 2010). As states revamp their teacher evaluation systems, tying teacher job reviews to the performance of students on achievement tests, content areas—such as the arts—that are not tied to high-stakes tests may find themselves at risk of further marginalization. Therefore, educators who love the arts will find Levine's carefully reasoned analysis to be thought provoking.

Reference

Krigman, E. (2010, May 23). Colorado education law may mark a national shift.
Retrieved May 26, 2010 from: <http://www.latimes.com/news/nationworld/nation/la-na-colorado-20100523,0,5945475.story>