MICHIGAN ARTS EDUCATION INSTRUCTION AND ASSESSMENT

DEMONSTRATING EDUCATOR EFFECTIVENESS

Introductions

- Ed Roeber, Michigan Assessment Consortium
- Heather Vaughan-Southard, Michigan Assessment Consortium

Website with all MAEIA resources & tools
http://www.maeia-artsednetwork.org

Welcome to MAEIA . . .

We are the Michigan Arts Education Instruction and Assessment (MAEIA) project.

We're changing the landscape of arts assessment for students, educators, and programs.

MAEIA Resources

- Arts Blueprint & a Program Review Tool

- 360 arts assessments in dance, music, theatre, and visual art & a community of like-minded professionals

- Improve the quality of your arts education program

- Monitor and improve student learning in the arts

- Support professional practice and improve teacher effectiveness

- Advance arts as a key element of a well-rounded education

Creating the Context for High Quality Arts Education Programs

Michigan Blueprint of a Quality Arts Education Program

Michigan Blueprint Research and Recommendations

Michigan Blueprint of a Quality Arts Education Program

- Goal-setting document
- 7 criteria/44 indicators aligned with MI School Improvement Framework.

Alignment of MAEIA Blueprint and Michigan School Improvement Framework (SIF)

A. Student Access	B. Facilities and Resources	C. Polic... Accou...
SIF Strand I: Teaching for Learning	SIF Strand II: Leadership for Learning	SIF Stra... for Lea...
D. Connections	E. Professional Learning and Instructional Support	F. Co... Cultu...
SIF Strand I: Teaching for Learning	SIF Strand III: Professional Learning Systems	SIF S... and ...

G. Program Planning, Review, and Improvement

SIF Strand I: Teaching for Learning
SIF Strand II: Leadership for Learning

MAEIA Blueprint SIF: Michigan...

C. POLICIES AND ACCOUNTABILITY

In a district with gold standard arts education the program adheres to and exceeds the policies and accountability standards currently established by the State of Michigan while actively seeking innovative ways to implement those standards to meet the needs of students as performers, creators, and responders in the fine and performing arts.

C.1. Local School Board of Education Policy

The district has policies approved by the local school board on key areas that impact student learning in the arts, including the arts as a core curricular area, arts instructional time at the elementary and secondary levels, high school graduation requirements in the arts, minimum hiring requirements for certified arts educators, comparable inclusion of the arts in grade point averages, and the use of community or cultural organizations for supplemental arts instruction.

C.2. Early Learning or Pre-K Arts Education Standards

The district has a program that develops, supports, and maintains dance, music, theatre, and visual arts curricula that exceed district and state and meet national standards and policies for early learning or pre-K.

C.3. Elementary and/or Secondary Arts Education Standards

The district has a program that develops, supports, and maintains dance, music, theatre, and visual arts curricula that exceed district and state and meet national standards and policies for the district from K to 12.

What does the Blueprint do for you?

Clarify the moving parts of your program and give you tools to measure/talk about your work.

Help identify strengths and areas of improvement- program wide, or class-specific.

Provide tools to enhance your teaching, your portfolio, and your building- or district-wide conversations about the arts – within the context of the Michigan school improvement planning process.

MAEIA Program Review Tool

Michigan Arts Education Instruction and Assessment (MAEIA) Project

Michigan Arts Education Program Review Tool

Field Test Version 3.0

March 2014

- Self-study tool districts and schools can use to analyze and reflect on the status of their own arts education program

- Consists of questions that schools are asked to fill out (about 75).

- One or more questions are used to measure each Blueprint indicator.
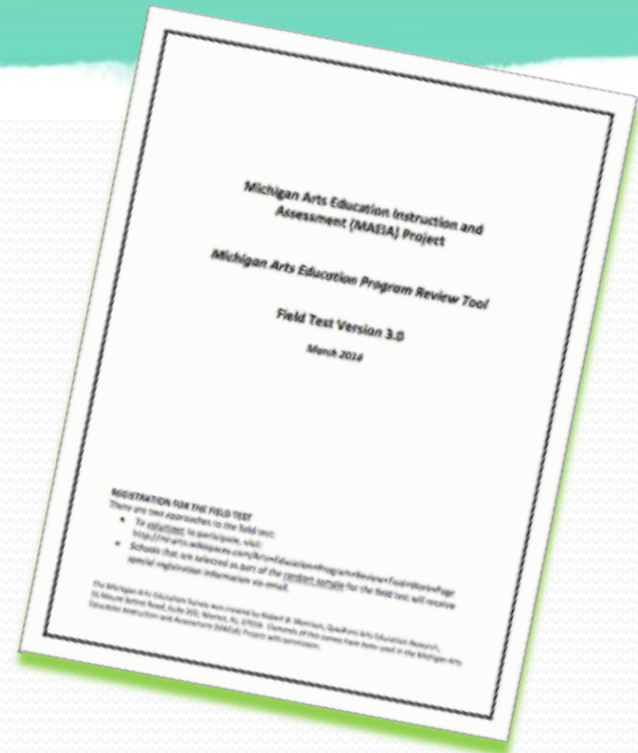
Results can be used as part of the district or building school improvement process.

Framing the Conversation

The Michigan Arts Education Program Review Tool measures school arts programs relative to each element contained in the Michigan Blueprint

So what?

The Program Review Tool is what you use when you show evidence of how you rate compared to the Blueprint and to others. The PRT is one part of a larger process leading to an arts education plan, situated within a school improvement plan.

Overview of the MAEIA Assessments

Module 2

IN THE MAEIA MODULE SERIES

www.maeia-artsednetwork.org

Types of Assessment Items

The model assessments are a combination of performance tasks, events, and related constructed and selected response items.

They are intended to be used over the course of a year, in conjunction with arts instruction.

Types of Assessment Items

Performance Tasks

Performance assessments carried out by individual students or small groups of students over time (days, weeks, months)

- Tasks are carried out in or out of class, but very much related to instruction (e.g., class assignments)

- Tasks measure essential outcomes in the content standards not easily measured in other ways

- Performances are judged using one or more scoring rubrics

Types of Assessment Items

Performance Events

Performance assessments that are administered "on-demand," without any or just a brief amount of rehearsal time.

- May be individual or small group assessments
- Test administrator presents items to one student or a small group of students, who respond in "real" time
- Performances are judged using one or more scoring rubrics

13

Types of Assessment Items

Constructed Response

Items in which students write a response to a prompt

- Usually can be administered to groups of students together
- Some type of stimulus (e.g., music selection, video, or picture) could be used
- Task may involve writing, sketching, constructing a table, as well as a written response
- Performances are judged using one or more scoring rubrics

Types of Assessment Items

Selected Response

Items related to other items. The student is given a prompt (a quest or a statement) and answer choices.

- Student has to select either the correct answer or the most correct answer

- Multiple-choice questions are the most popular form for these items

- In MAEIA, these items are used to tap content knowledge or procedural knowledge needed to respond to Performance Tasks, Performance Events or Constructed Response items; there are no stand-alone selected-response items

Building the Experience

The MAEIA resources include:

Model Arts Education Assessments for Grades K-8

These assessments are available in three grade bands (grades K-2, 3-5, and 6-8) in dance, music, theatre, and visual arts.

Model Arts Education Assessments for High School

These assessments are available in three levels, suitable for first-year, second-year, and third- & fourth-year students in dance, music, theatre, and visual arts.

How can teachers use MAEIA Assessments?

MAEIA assessments can be used in several ways:

- ■ to inform current instruction

- ■ to improve student learning and achievement

- ■ as a portion of educator effectiveness demonstration

- ■ to improve future instruction and program improvement

Michigan–Collaborative Scoring System, powered by OSCAR Classroom

Why score student work collaboratively?

Why MI-CSS?

- Results from teacher self-scored assessments may not be considered trustworthy sources of information for educator use in demonstrating their effectiveness

- Yet, teacher scoring of student work is some of the strongest professional learning in which educators can participate

- Central scoring (via an independent vendor) produces much more trustworthy scores, but is very expensive

- Assessments such as MAEIA would be incredibly expensive to centrally score (and funds are not available to do so)

- The goal of this project is to provide independent scoring of student work by Michigan's teachers at much lower cost than central scoring – which is both a process and a technical issue

MI-CSS Scoring Process

A step-by-step review of the assessment and scoring process in MI-CSS

MI-CSS Procedures

Teachers will follow this process:

1. Select the MAEIA assessments to be used – mindful of the extra time and effort required in the MI-CSS field test

2. Plan when to use these assessments - once or twice this school year

3. Determine how to collect individual student information – students' written responses require scanning, while audio and video files should contain the responses of only one student.

4. Provide an electronic list of the students used in the field test for input into system

5. Download the assessments (Teacher Booklets and Student Booklets) from the MAEIA website

MI-CSS Procedures

6   Administer the MAEIA assessment to students and collect individual student responses

7   Individually audio- or video-record student responses, as called for in the MAEIA assessment

8   Scan individual student written work separately for each student

9   Go to the MI-CSS system and individually upload the work of each student

10 Use the Teacher Scoring Rubrics embedded in the MI-CSS system to score students' responses to the MAEIA assessment

Teacher Scoring Rubrics

- Each MAEIA assessment contains one or more Teacher Scoring Rubrics, each with multiple dimensions and levels of performance
- For the MI-CSS field test, these have been uploaded into the MI-CSS system
- The text for each dimension and level of performance are shown in the rubrics featured in MI-CSS; scoring is done directly on the scoring rubrics
- The Teacher Scoring Rubrics and the assessment booklets are available through the MI-CSS system, as well as directly on MAEIA website
- The next slide shows an example of a rubric

Example Teacher Scoring Rubric

M.E203

TEACHER SCORING RUBRIC–DUPLE METER

Dimension	1	2	3	4
1 - Vocal Participation	Student does not sing during the performance.	Student occasionally sings during the performance.	Student often sings during the performance.	Student sings throughout the performance.
2 - Macro Beat Accuracy	Student does not sway to the macro beat accurately.	Student occasionally sways to the macro beat accurately.	Student often sways to the macro beat accurately.	Student consistently sways to the macro beat accurately.
3 - Micro Beat Accuracy	Student does not pulse the micro beat accurately.	Student occasionally pulses the micro beat accurately.	Student often pulses the micro beat accurately.	Student consistently pulses the micro beat accurately.

TEACHER SCORING RUBRIC–TRIPLE METER

Dimension	1	2	3	4
4 - Vocal Participation	Student does not sing during the performance.	Student occasionally sings during the performance.	Student often sings during the performance.	Student sings throughout the performance.
5 - Macro Beat Accuracy	Student does not sway to the macro beat accurately.	Student occasionally sways to the macro beat accurately.	Student often sways to the macro beat accurately.	Student consistently sways to the macro beat accurately.
6 - Micro Beat Accuracy	Student does not pulse the micro beat accurately.	Student occasionally pulses the micro beat accurately.	Student often pulses the micro beat accurately.	Student consistently pulses the micro beat accurately.

Scoring Student Work

11 Use the MI-CSS system to score the work of each student using the embedded Teacher Scoring Rubrics

12 Look in the MI-CSS system for student work from other teachers – to the same MAEIA assessment or another MAEIA assessment (same discipline and grade range)

13 When scoring the work of students from another teacher, proceed to score those students in the same manner

14 Use the MI-CSS system to score work of each student on each dimension in the Teacher Scoring Rubric(s)

Overview of Michigan's Educator Evaluation Law

MCL 380.1249
As amended by Public Act 173 of 2015

Evaluation Law: Moving Targets

Starting in 2011-12, ALL districts required to:

(a) Evaluate **at least annually**

(b) Measure and report **student growth**

(c) Use **multiple rating categories , incorporate student growth data**

(d) Use the evaluations **to inform decisions**:

   (i) Teacher/administrator effectiveness

   (ii) Promotion, retention, and development

   (iii) Granting of tenure and/or full certification

   (iv) Removing ineffective educators

Evaluation Law: Moving Targets

In November 2015, legislators passed **PA 173 of 2015**

- Amends MCL 380.1249

- Eases into changes, most starting in 2016-17

- Addresses evaluation requirements in two areas:

1. Professional Practice
2. Student Growth

Professional Practice

New requirements effective in **2016-17**

- Portion of evaluation not based on growth data must be based "primarily" on a district-selected framework.

- Frameworks:
  - MCEE-recommended: Danielson's Framework for Teaching, Marzano Teacher Evaluation Model, The Thoughtful Classroom, or 5 Dimensions of Teaching and Learning.
  - MDE-approved: TBD Districts may choose a framework on the list, build their own, or modify a framework on the list

- Training: All evaluators must receive framework training, delivered by the framework vendor or authorized trainer.

Professional Practice, Cont'd

New requirements taking effect in **2016-17, cont'd.**

- Observation feedback must be provided to teachers within 30 days of that observation.

- Each teacher must have an identified administrator who is responsible for his/her evaluation. The responsible administrator needs to conduct at least 1 of the observations of that teacher.

- There must be at least 1 unscheduled observation.

- The portion of the evaluation not measured using growth or evaluation framework must include the factors from section 1248

Student Growth Ratings

Percentage of evaluation based on student growth:

- 2015-16 through 2017-18: 25%
- 2018-19 and beyond: 40%

Student growth data:

- State assessment data does not have to be used until 2018-19
- State assessment data make up only *half* of the total growth data for teachers *in tested grades and subjects.*
- Non-State (Local) growth measures must use *multiple measures* and be *used consistently* among similarly situated educators.
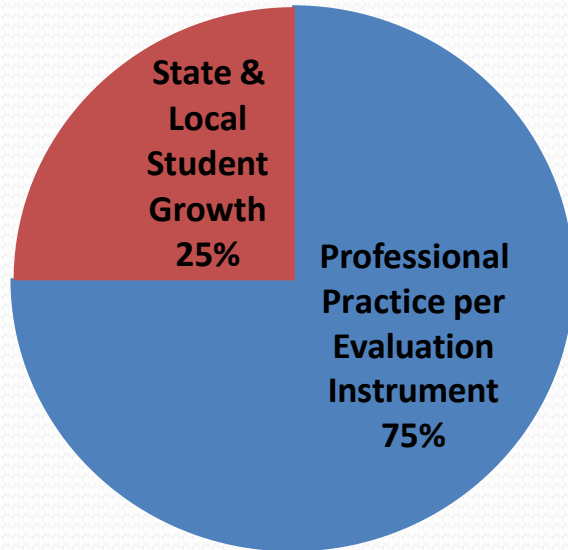
Student Growth Ratings, cont'd

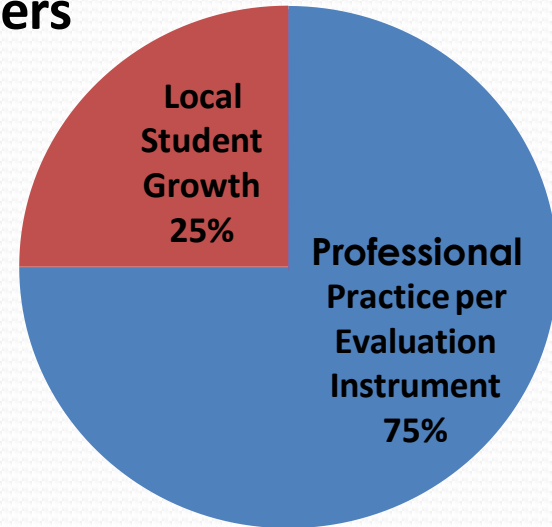Non-state (local) growth measures may include the following:

- Student Learning Objectives (SLOs)
- Other rigorous assessments that are comparable across the district
- Nationally normed or locally developed assessments aligned to state standards
- Research-based growth measures
- IEP goals (where applicable)

Student Growth Ratings 2016*

Core Curriculum Teachers

State & Local Student Growth 25%

Professional Practice per Evaluation Instrument 75%

Non-Core Curriculum Teachers

Local Student Growth 25%

Professional Practice per Evaluation Instrument 75%

*Growth Ratings:
25% through 2017-18;
40% 2018-19 and after

- Student Learning Objectives (SLOs)
- Nationally normed or locally developed assessments aligned to state standards
- Research-based growth measures
- Other rigorous assessments that are comparable across the district
- IEP goals (where applicable)

And finally....

New requirements took effect in **2018-19**

- The percentage of a teacher's evaluation attributed to student growth and assessment data rises to **40%, of which half shall be based on state growth data** for teachers in tested grades and subjects.

- Prohibit students from being taught for 2 consecutive years by a teacher rated ineffective in 2 most recent evaluations OR notify parents in writing if reassignment is not possible.

Using the MAEIA Assessments
to Demonstrate Educator Effectiveness

Module 8

IN THE MAEIA MODULE SERIES

Michigan Arts Education
Instruction & Assessment
Advancing Creativity in Education

www.maeia-artsednetwork.org

MAEIA Educator Effectiveness Models

The MAEIA project has created three methods for educators to use in demonstrating their effectiveness.

- Two models use pre-post student data, while the third uses an array of student performances

- Each model recognizes that instruction and achievement in the arts is different than content areas such as mathematics or reading

- Each tries to characterize arts achievement in realistic terms, given limits of instructional time

MAEIA Educator Effectiveness Methods

Each MAEIA assessment is designated
for use in one of these methods:

Method 1

Test-retest
in the same
school year

Method 2

Test-retest
in adjacent
school years

Method 3

Select examples of
student performance
to show student
achievement – the
"new old-fashioned
way" of demonstrating
student proficiency

maeia-artsednetwork.org/educator-effectiveness-methods

Educator Effectiveness--Method 1

Test-retest in the same school year

A MAEIA assessment is given to students twice:

- Fall and spring of the same school year (or start or end of a semester)

- Before and after instruction on the content standards measured by the assessment

Most suitable for assessments that can be given in a short period of time – such as MAEIA performance events.

Educator Effectiveness--Method 2

Test-retest in adjacent school years

A MAEIA assessment is given to students twice:

- Fall (or spring) of adjacent school years
  - Pre-test and instruction in the first school year assessment, with post-test in second year

- Most suitable for assessments that require longer periods of time to administer – such as MAEIA performance tasks

- Feasible because the same arts educator might instruct the same students over multiple grade levels

Educator Effectiveness--Method 3

Select examples of student performance to show student achievement

- Some MAEIA assessments are unique; doing them twice (as in Models 1 and 2) wouldn't be useful or interesting to students nor informative to teachers.

- Educators have typically demonstrated their effectiveness by selecting exemplars of student work for exhibition in their classrooms

- This has been done traditionally, so we nick-named it the "new old-fashioned" method

- Model 3 is suitable for any MAEIA assessment.

Educator Effectiveness Methods are included in the Online Assessment Catalogue

How to Use Methods 1 and 2

For methods 1 and 2, the teacher should first score each student's responses, using the Teacher Scoring Rubrics found in the Teacher Booklet.

Michigan Arts Education Instructional and Assessment Program
Michigan Assessment Consortium

MUSIC Assessment

Performance Event M.E304
Critical Listening and Assessing Group Performance
Skills in the Music Classroom

Grades 6, 7, and 8

Teacher Booklet
Teacher Directions
Student Directions
Student Scoring Rubric
Student Worksheets
Teacher Scoring Rubric
Classroom Score Summary

How to Use Methods 1 and 2

Next, fill out the MAEIA Classroom Score Summary page(s).

Please see Module 7 and the MAEIA Assessment Administration Manual for more information.

MAEIA CLASSROOM SCORE SUMMARY

The MAEIA Classroom Score Summary is to be used in conjunction with the Teacher Scoring Rubric(s) found in the Teacher Booklet. Fill in a word in each column for each dimension in the Teacher Scoring Rubric(s). Use this to record the scores of students on the item. Use additional sheets for more scoring dimensions or more students.

Item ____D.E404____ Class _____ Teacher _____

STUDENT NAME	Rubric __1__ Scoring Dimensions (Fill In Name of Each in Column Below)					
	Accuracy	Alignment	Transitions	Musicality	Dynamics	Learning
Edward	1	1	1	1	1	1
Ana	4	4	4	4	4	4
Jason	4	4	3	3	4	3

maeia-artsednetwork.org/model-assessments

How to Use Methods 1 and 2

- Now, calculate a "total score" for each student by summing the scores on each dimension in the rubric.

- Do this each time the assessment is used.

- Subtract the Time 1 (pre-test) score from the Time 2 (post-test) score for each student; the result will usually be positive.

More detailed information is presented in:

Educator Effectiveness page on the MAEIA website:
www.maeia-artsednetwork.org

How to Use Method 3

Select exemplars from student groups such as these to demonstrate overall achievement in your classroom:

- Students who were already high achieving: How did they do on the assessments used? Did they improve?

- Students who were initially struggling: Have they done well on the assessments used? Are they more confident learners?

- Students who initially struggled to perform at all, who are now performing and perhaps doing much better.

Documenting Teacher Instruction is Essential!

Instructional information should be used along with student performance to demonstrate educator effectiveness.

Documenting Teacher Instruction

You may want to create a log of what you did instructionally on each content standard assessed.

- A concise narrative summary of this for your supervisor would make it most useful.

- The log and summary may be written, or you may use video of classroom instruction, student work, and student reflections on the assessment in the classroom.

Documenting Teacher Instruction

MAEIA Documentation of Teacher Instruction

Teacher _____   Grade Level(s) _____

Class _____   Class Period _____

MAEIA Assessment Used _____   Date(s) the Assessment was Used _____

MAEIA Assessment Short Title _____

Directions: Use this sheet to document instruction provided before, during, or after each MAEIA assessment you chose to use. The purpose is to document the steps and activities you carried out that helped to produce the results that you obtained from students.

How Was This Assessment Used:

Entire Class   Sample of Students   Individual Students

No. of Students Participating in Assessment _____

Pre-Test Only   Post-Test Only   Pre-Post Test   Other _____

Steps Used to Teach the Concepts Measured by the Assessment

Step	Description of Instruction Provided
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Do you feel that students understood the assessment and were able to carry it out?   YES   NO

What Aspects of Student Performance Surprised You the Most?

What Follow Ups Are Needed for All or Some Students?

Teacher Reflections on the Assessment and Student Learning

Once the teacher has taught the content standards, documented instruction, and collected, scored, and analyzed student achievement, the teacher should prepare a concise reflection on what he or she learned.

Teacher Reflections on the Assessment and Student Learning

■ What worked and what didn't?

■ What formative information was collected during instruction or assessment and what changes in instruction did you make?

■ What did you learn about your students – their achievement and attitudes?

■ How did you use this information?

Putting it All Together

The teacher should prepare a portfolio of evidence for each assessment.

- Statistical summaries of student achievement

- Samples of student work, both pre- and post-test, if used

- Documentation (written or video) of the teacher's instruction on the standards that were assessed

- Student reflections on their learning, both written and video

- Teacher's reflective summary about instruction and assessment

Educator Effectiveness Resources on MAEIA website

Phase I: Planning to Demonstrate Educator Effectiveness

The MAEIA approach to planning for your academic year includes: selecting assessments that fit the teacher's planned instruction; using them with students to create artistic ideas and works ; analyzing the responses of students; selecting student work samples/exemplars that demonstrate and communicate educator effectiveness; and more.

TOOLS AND RESOURCES

My Arts Assessment Administration Plan

Method 1- Test-Retest within the Same Grade/Same School Year

Method 2- Test-Retest Across Adjacent Grade Levels/Adjacent School Years

Method 3- The "New Old-Fashioned" Way

Phase II: Implementing Plans that Demonstrate Educator Effectiveness

There are three methods for using MAEIA assessments in your data collection to demonstrate teachers' effectiveness. This phase of the process also includes instructions on how to track changes in teaching and learning due to the information gained through the MAEIA Assessments, and more.

TOOLS AND RESOURCES

My Arts Assessment Administration Plan

Using the MAEIA Assessments with Student Learning Objective Educator Effectiveness Plans

Phase III: Presenting Evidence of Educator Effectiveness

MAEIA continues to develop tools and resources for use in: analyzing the results of the MAEIA assessments; presenting changes in students' performances; and observation supports for administrators specific to arts classrooms.

TOOLS AND RESOURCES

Educator Effectiveness in Presentation: Putting All the Pieces Together

How to Use the MAEIA Results for Educator Effectiveness

- Other sources of achievement and outcome data (e.g., other measures or indicators of achievement) should be used as well

- Prepare corresponding narratives regarding teacher practices to accompany student assessment results

- These achievement data, along with appropriate observational data, should be used in the overall evaluation of an educator

- The goal of educator evaluation should primarily be improvement of educator practice

4. What is the best way to change the amount of space used on the stage when movement?

A. Change levels.

B. Change air patterns.

C. Change directions.

D. Change floor patterns.

5. Describe in four to six complete sentences how peer feedback can impact your creative process. Give examples to support your descriptions.

When we get feedback we improve because we fix errors.

Educator Evaluation Meeting

- When the teacher and the supervisor meet, the following information should be conveyed:
  - Content standards selected
  - Instructional and learning strategies employed
  - Assessment information gathered and summarized
  - Documentation of student progress, successes, and needs
  - Supervisor observations
  - Next steps – this school year and beyond

MAEIA Institute

Building and District Administrators

The Michigan Arts Education Instruction and Assessment project offers the MAEIA Institute, a concise professional learning offering which trains administrators-arts educator pairs how to support and measure growth in the arts disciplines.

For the administrator, the MAEIA Institute provides:
- insight on what best practices look like in assessing Dance, Music, Theatre, and Visual Arts
- how to connect MAEIA resources with observation and teaching frameworks
- things to consider when hiring and supporting arts educators in educator evaluation

Choose one of these SCECH options:	24 SCECH	12 SCECH	8 SCECH
	7-week summer virtual experience starting the week of June 17, 2019	3-week virtual experience in October 2019	1 face-to-face meeting on August 1, 2019 in the Lansing area.
summer virtual experience is flexible to accommodate for summer travel	1 face-to-face meeting on August 1, 2019 in the Lansing area.		

MAEIA Institute for Arts Educators

For the arts educator, the MAEIA Institute guides teachers in:

- using the MAEIA resources in their Individual Development Plan
- creating an assessment plan by selecting from 360 MAEIA performance assessments in Dance, Music, Theatre and Visual Arts
- assessment literacy
- how to communicate best practice in their discipline
- sharing the story of their teaching and student growth clearly and specifically

Arts Educators Enroll:	24 SCECH		
	7-week summer virtual experience starting the week of June 17, 2019		
summer virtual experience is flexible to accommodate for summer travel	1 face-to-face meeting on August 1, 2019 in the Lansing area.		

MAEIA Institute Portfolio

- One page talking-points specific to each of the MAEIA resources used in demonstrating educator effectiveness

MAEIA Communities of Practice

- Groups of engaged educators subdivided by content area, position, or geographic region committed to deepening their professional practice through the use of the MAEIA resources and the collegiality people have come to know and expect from the MAEIA project.

- Addresses DEE dimension of contributing to the field with ongoing MAEIA initiatives such as collaborative scoring, annual meetings, creating case studies for program improvement using the MAEIA resources and more.

- High quality professional learning is interactive and inclusive, serving educators often isolated in their regions, districts, and content area through in-person presentations, conference sessions, and virtual opportunities.

Contact Us

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MAEIA Educator Effectiveness Page:

https://maeia-artsednetwork.org/educator-effectiveness-methods/