



MICHIGAN ARTS EDUCATION INSTRUCTION AND ASSESSMENT

DOCUMENTING INSTRUCTION: ORGANIZING IMPORTANT CONVERSATIONS

Introductions

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Pilot Project Web Page

<http://michiganassessmentconsortium.org/maeia-demonstrating-educator-effectiveness-pilot-project>

Website with all MAEIA resources & tools

<http://www.maeia-artsednetwork.org>

Overview

In this webinar, we will discuss how the process of documenting instruction can lead to more effective communication, planning, and agency for positive change in key chapters of the Educator's story.

My story

Implementing the MAEIA resources into my teaching and data collection allowed me to see how to organize my most pressing conversations: those with my Administrators, Students, and myself.



Critical Conversations

- × Identifying the Conversation:
What Needs to be Expressed?
- × Success: What may positive
change look like and feel like?
- × Strategies for development:
How does Documenting
Instruction Lead to those
progressions?

Documenting Instruction helped me:

- × Objectively examine the contributing parts to my story
- × Educate my administrators, students, and families
- × Advocate for my needs and those of my students

Objective and Subjective: Managing Preciousness and Vulnerability



Conversations with Administrators

Demonstrating Educator Effectiveness provides us an opportunity to demonstrate our strengths although the process can feel as though it forces us into vulnerability.

Conversations with Administrators

What do you want your Administrators to know about your work?

What do you want your Administrators to know about your discipline?

What do you want your Administrators to know about your students?

Conversations with Administrators

Generate Movement:

- ✗ Use the process to work for you
- ✗ Think ahead to identify the key points you want to make.
- ✗ Enter the year with those points as guide posts for your interactions and your data data.

Paint the Picture:

- ✗ Use the opportunity of the DEE process to educate and advocate
- ✗ Contextualizing the Instructional components illustrates a broader view of your work and clearer representation of what is happening in your classroom.

Compose and Contrast:

- ✗ Employ shared and deviating elements in your documentation of instructional data to to push the conversation where you need it to go.

My Story: Conversations with Administrators

What do I want my Administrators to know about my work?

Detailed, Layered, Process and Product Driven, Whole-Child Centered,
Based in Professional Standards from the field of Professional Dance,
Rooted in real-world scenarios

What do I want Administrators to know about my discipline?

There is more to Dance than Performance and Choreography

Dance is about the Human Experience

Distinctions between Concert and Commercial Dance

What do I want Administrators to know about my students?

Remember they are people and more than data points

Success extends beyond Performance and Choreography

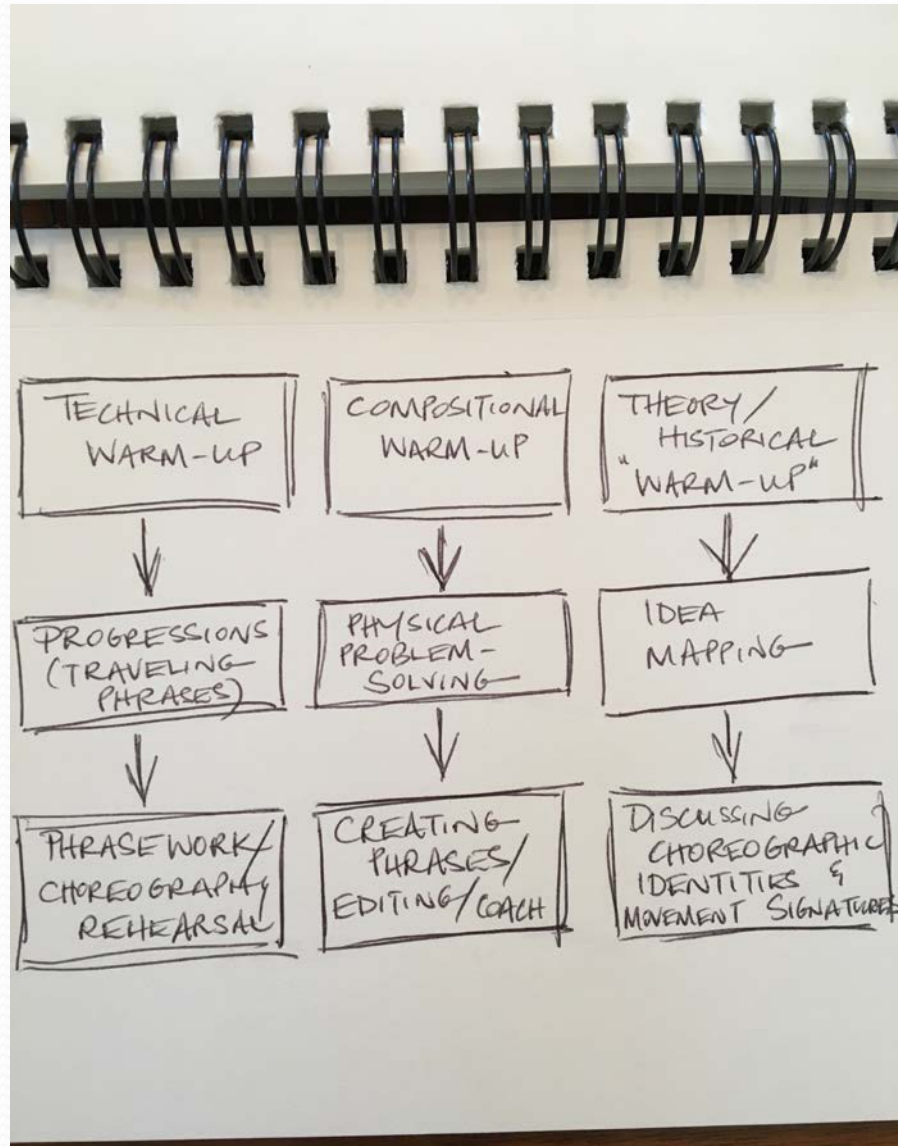
They are pushed to think deeply and move expressively

My story: Conversations with Administrators

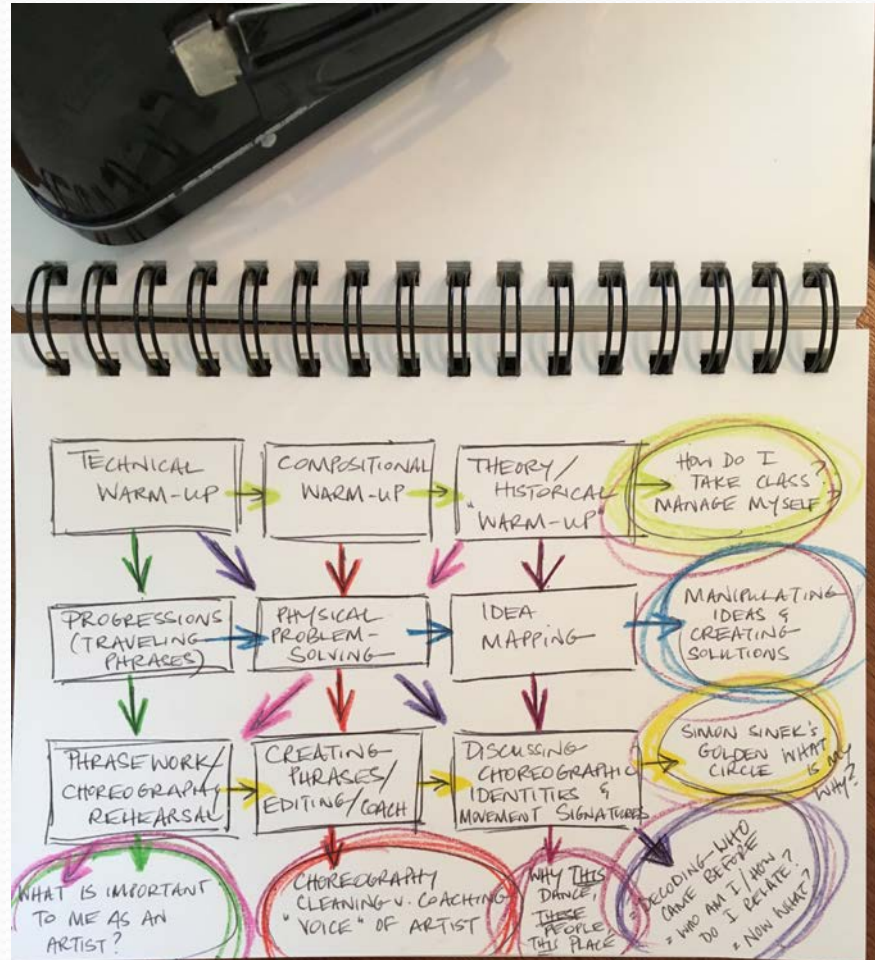
The supporting prompts for those questions speak to the following:

- In developing my Administrator's knowledge of my work,
I need understand what sets me apart from my peers, predecessors, etc.
and project myself accordingly.
- In developing my Administrator's knowledge of my discipline,
I need to address their perceptions, misconceptions, and expectations.
- In developing my Administrator's knowledge of my students,
I need to explain what is really being expected of them, and acknowledge
how those things may be the same or different as my peers,
predecessors, etc.

Documenting Instruction: Context



Documenting Instruction: In Practice



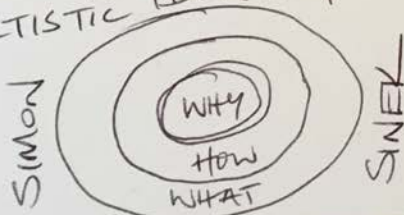
maeia maeia-artsednetwork.org

Documenting Instruction: Selecting a Lesson

CUNNINGHAM TECHNIQUE:
use of weight
body
sequential action

CHANCE OPERATION:
randomness
choices for performers
choices for audience
recognition of patterns

ARTISTIC IDENTITY:



CLASS 1:

Introduce Cunningham in traditional context

Response: disengaged
difficult to see themselves
in the work

Loved it or hated it.

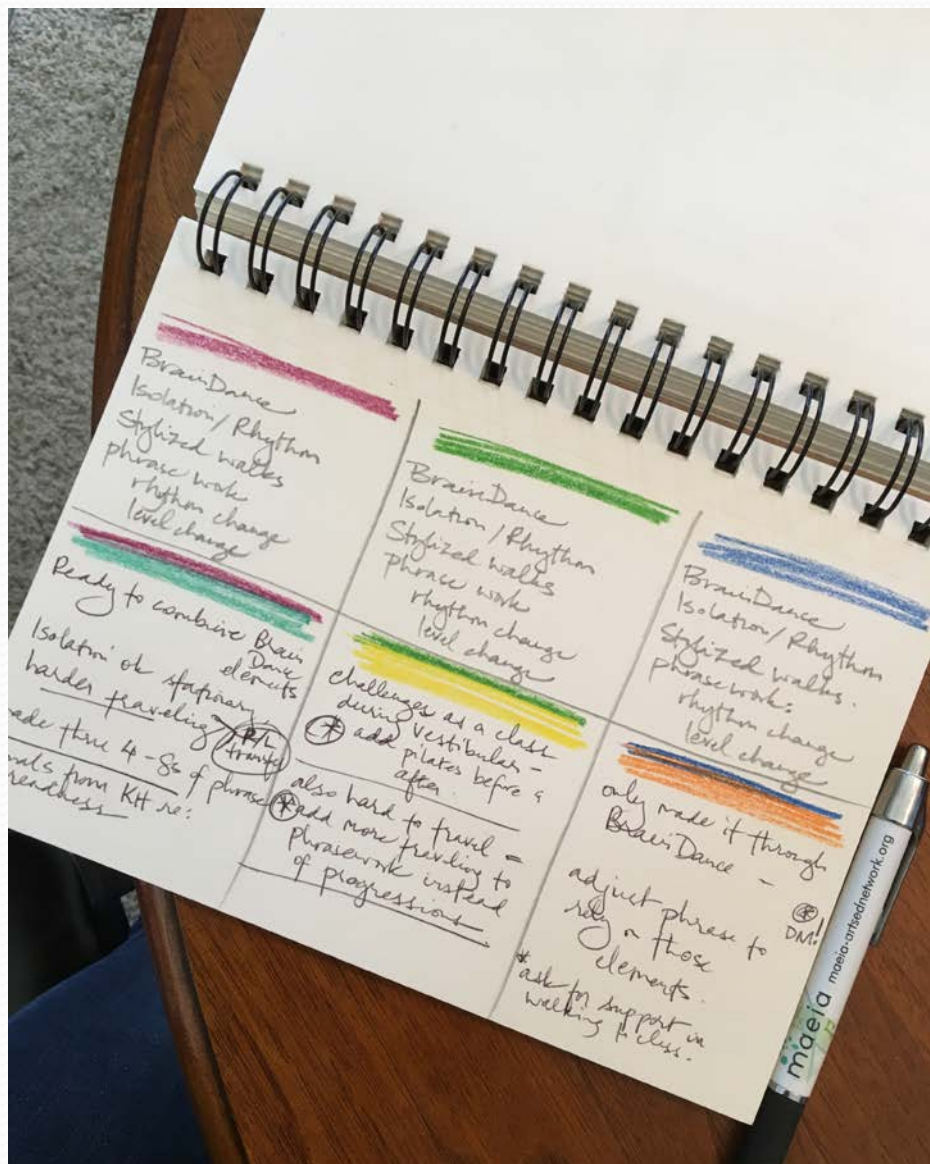
Class 1, 2nd semester:

Bill T. Jones interview about Cunningham
Essay readings about his work
photos
chance operation
technique

Response: deep conversation
6th grader - "His work is an oxymoron:
controlled chaos"
personal reflections -
"I feel controlled chaos when..."
appreciation even if loved or hated.



Documenting Instruction: Collecting Data



Conversations with Administrators

Generate Movement:

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Paint the Picture:

- ✗ Use the opportunity of the DEE process to educate and advocate
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Conversations with Administrators

Generating Movement:

- × Create the cycles and multi-year development of communication.
 - × Introduction to Targeted Conversations

Painting the Picture:

- × Illustrate the content, delivery, and awareness of what is happening in your classroom.
- × Advocating for Support by providing evidence of challenges outside of my control.

Compose and Contrast:

- × Design the information to explain consistency of growth and use contrast to highlight the conversations you want to have, or outline the support you need.

Conversations with Students: Deepening the Work

Most profound changes:

- × We could talk about “How to take class”— an opportunity exclusive to the arts
- × Explaining the segments of class, made the rationale easier to explain
 - × Buy-in increased; the “why” was clearer for everyone
- × Managing expectations was more efficient
 - × Students could pace themselves or see the progression of events, allowing for better use of class-time and engagement in various sections of class
- × Contrast to studio dance and predecessors was more digestible
- × Conversations deepened about why and when to adhere to tradition or divert
- × Allowed space for students to experience class; less going-through the motions
- × Participation increased more consistently; more “Love and Logic” conversations
- × Clearer information for students and parents about progress

Conversation with Myself

Listening to the stories I tell myself:

- × What is the goal of this process?
- × Where is my agency?
- × Where do I have control to exert my strengths?
- × How can I use my areas of growth to advocate for what I need and the needs of my students?

Conversations with Myself

The Outcomes:

- × Honest in areas of improvement rather than arbitrarily selected goals
- × Feeling more grounded through-out the year with goals in mind
- × Clear decisions about the conversations I wanted to have

Most profound:

- × More honest in my areas of interest related to my discipline and my teaching
- × This helped me better understand my brand.

The Educator's Brand

Branding is the story in space and time of what you represent.

Your DEE portfolio is the story in presentation form; your opportunity to expand.

Your brand is the message you send with your look, your communication, your work.

Your brand is where you can derive power by knowing and articulating what you represent.

Your brand is where you can seek refuge by knowing consistency can cultivate resilience.

Your Professional Brand

What is your professional image?

What do you want it to be?

I want to be known as.....

I want my discipline to be known as....

I want my students to be known as....



Wrap-Up

- × Reflect on your brand.
- × Plan for supporting your brand with the documentation of instruction.
- × What will success look like and feel like?
- × What is the story you are telling yourself about the DEE process and the tools?
- × What is the story you are telling yourself about your place and value, experience?
- × What is the story you are telling others in those areas?
- × Use the tools as agency for understanding, support, and growth.

Resources

Simon Sinek, [Start With Why](#)

Seth Godin, [The Icarus Deception](#)

Tom and David Kelley, [Creative Confidence](#)

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Upcoming DEE Webinars

- ✘ MAEIA DEE Webinar 4 – Putting the DEE All Together (April 19)
- ✘ In-Person Project Meeting (May 24)

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