

Using Performance Assessment to Demonstrate Educators' Effectiveness

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Abstract

Many states require test performance to be a significant portion of teachers' annual evaluations. The Michigan Arts Education Instruction and Assessment (MAEIA) program developed resources for use in dance, music, theatre, and visual arts programs for all students. Using curriculum-embedded performance assessments permits teachers to measure student learning and their professional practice with measures deemed worthwhile, challenging, and engaging.

Helping arts educators demonstrate their effectiveness is one use of MAEIA resources. Michigan Assessment Consortium (MAC) staff worked with volunteer arts educators and supervisors to administer MAEIA assessments, analyze student results, document instruction provided, and assemble a brief, coherent demonstration of their effectiveness.

Five topic guides were developed, including displaying data, documenting instruction, and administrator "look fors" to show what good arts instruction looks like. Topic guides were piloted with district arts educators and state arts education associations. These resources will be made available through short online/micro-credential courses for educators.

Presentation Summary

Many states require that student performance on achievement measures be a significant portion of the annual evaluation of teachers. To support this effort in the arts, the Michigan Arts Education Instruction and Assessment (MAEIA) program developed several tools and resources for use by arts educators in implementing a high-quality arts education program in dance, music, theatre, and visual arts for all K-12 students. Using curriculum-embedded performance assessments permits teachers to measure student learning and their own professional practice with measures deemed worthwhile, challenging, and engaging.

Helping arts educators to demonstrate their effectiveness as part of their required educator evaluations is one use of the MAEIA resources. In order to facilitate this work, staff from the Michigan Assessment Consortium (MAC) worked with a voluntary group of arts educators and their supervisors to:

- use the assessments (pre-post or once)
- analyze student results, and
- consider how to use these results, document the instruction that led to the gains in student learning and achievement, and assemble this information into a brief, coherent report to demonstrate their effectiveness.

2016-17 activities included meeting participating teachers, presenting four webinars (ranging from project logistics and summarizing students results, to documenting instruction) and at the end of the school year, discussing strategies for educators to use—including an actual school administrator-teacher performance review to observe a teacher actually demonstrating her effectiveness.

This school year, five new topic guides will be developed including displaying data, documenting instruction, and “look fors” that administrators can use to better understand what good instruction looks like in an arts classroom. Topic guides are informed by piloting with 70 fine arts teachers from an urban district as well as state arts education associations. These resources will likely be made available through short online courses and micro-credential courses for teachers and administrators.

Resources for further exploration

MAEIA is the first statewide project to compile a comprehensive one-stop tools and resources that can help K-12 districts answer key questions educators are asking. The MAEIA program offers:

- [Michigan Blueprint of a Quality Arts Education Program](#) describes the “gold standards” of high quality arts education programs in dance, music, theatre, and visual arts, along seven criteria that align with the Michigan School Improvement Framework.
- [Michigan Arts Education Blueprint Research and Recommendations](#)—a companion document providing research documentation in support of each criterion and indicator in each arts discipline.
- [Michigan Arts Education Program Review Tool](#) is a self-study tool that educators and others can use to analyze and reflect on the status of their districts’ and schools’ arts education program. It can become the basis for enhancing the arts education program in the context of school improvement.
- [MAEIA K-12 Model Assessments](#) are a catalogue of 360 performance events and performance tasks that are project-based performance assessments aligned to Michigan Standards and National Core Arts Standards. The voluntary assessments—one of the largest online catalogues in the nation—have been developed and field-tested in Michigan’s classrooms for all grade levels K-12 in four arts disciplines.