Using the MAEIA Assessments to Demonstrate Educator Effectiveness

Module 8

IN THE MAEIA MODULE SERIES

Michigan Arts Education
Instruction & Assessment
Advancing Creativity in Education

Purposes of MAEIA Project

- 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 core element of public education

Overview of the Module Series

- Introduction to the MAEIA Project

- Overview of the MAEIA Assessments

- Overview of the Content Standards Assessed by the MAEIA Assessments

- Selecting the MAEIA Assessments

- Navigating the MAEIA Website

- Using the MAEIA Assessments

- Scoring and Reporting the MAEIA Assessments

- **Using the MAEIA Assessments to Demonstrate Educator Effectiveness**

Purposes of this Module

■ Describe three ways that educators can use student performance on the MAEIA assessments to demonstrate their effectiveness.

■ Explain various ways of summarizing student results.

- Methods to summarize student results to demonstrate "growth" are also covered.

Continued . . .

Purposes of this Module

Present an alternative to statistical procedures.

- Documenting student work

- Selecting student work for exhibition

- Documenting instructional practice

- Demonstrating educator effectiveness

Using MAEIA Assessments at the Classroom Level

The purpose of model performance assessments in the arts is to improve teaching and learning in the arts.

Using MAEIA Assessments at the Classroom Level

When using the model MAEIA assessments

- Teachers are allowed to change the assessments to fit their classroom situations.

- Teachers should document the processes and student products/performances needed for their professional collaboration and improvement (as part of a teacher's demonstration of his or her effectiveness).

Demonstrating Educator Effectiveness

■ The assessment information you collect can be used to demonstrate your effectiveness.

■ Legislation (PA173 of 2015) adopted in 2015 lists what administrators and teachers must do, as well as what latitude is available.

PA173 Sec.1249(2) The board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:

Student Growth and Assessment
(a)   The performance evaluation system shall include at least an annual year-end evaluation for all teachers. Beginning with the 2015-2016 school year, an annual year-end evaluation shall meet all of the following:

For the 2015-2016, 2016-2017, and 2017-2018 school years, 25% of the annual year-end evaluation shall be based on student growth and assessment data.

(i)   **Beginning with the 2018-2019 school year, 40% of the annual year-end evaluation shall be based on student growth and assessment data.**

(ii)   Beginning with the 2018-2019 school year, for core content areas in grades and subjects in which state assessments are administered, 50% of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district, intermediate school district, or public school academy.

Student growth also may be measured by student learning objectives (SLOs) or nationally-normed or locally-adopted assessments that are aligned to state standards, or be based on the achievement of individualized education program goals.

michigan.gov/mde/0,4615,7-140-6530_30334-363616--,00.html

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	Method 2	Method 3
Test-retest in the same school year	Test-retest in adjacent school years	Select examples of student performance to show student achievement – the "new old-fashioned way" of demonstrating student proficiency

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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.

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Educator Effectiveness Methods are included in the Online Assessment Catalogue

SEARCH

Search by Title or Keyword

GRADE

Any

HIGH SCHOOL LEVEL

All Levels

STANDARDS & GUIDE

Any

Showing all results for "Music"

ASSESSMENT TITLE ▾	GRADES ▾	HIGH LEVEL	EDUCATOR EFFECTIVENESS METHOD ▾	MAEIA PERFORMANCE STANDARD ▾	CONTENT STANDARD ▾	VPAA GUIDELINE ▾
M.T101 AB & ABA Form Identification and Composition	2nd	N/A	2	EL.R.2	M.IV.2.1	N/A
M.T205 Arrange a Familiar Song	4th	N/A		M.EL.C.1	M.II.4.4 M.II.4.5	N/A
M.T209 Arrange an Accompaniment for a Simple Song using	3rd, 4th, 5th	N/A	1	M.EL.C.1 M.EL.P.1	ART.M.II.EL.5 ART.M.I.EL.8 M.II.3.5 M.II.4.5 *M.II.3.5 – Use a variety of traditional and*	N/A

Hover on the number to see a description of the method.

Showing all results for "Music"

GRADES ▾	HIGH SCHOOL LEVEL ▾	EDUCATOR EFFECTIVENESS METHOD ▾	MAEIA PERFORMANCE STANDARD ▾	CONTENT STANDARD ▾	VPAA GUIDELI
2nd	N/A	2	M.EL.R.2	M.IV.2.1	N/A
4th	N/A			M.II.4.4 M.II.4.5	N/A
3rd, 4th, 5th	N/A	1	M.EL.C.1 M.EL.P.1	ART.M.II.EL.5 ART.M.I.EL.8 M.II.3.5 M.II.4.5 M.II.5.5 ART.M.I.3.8	N/A

This assessment can be used in demonstrating arts educator effectiveness by changing the prompt(s) used, if any, and repeating the item one or more times. Sufficient instructional time on the underlying concepts assessed (not the assessment item itself) should occur so that change in student performance is possible. It is suggested that the item be used in two or more adjacent grades, administering the item once per school year. This is especially suitable for assessments (e.g., MAEIA tasks) that require more time and effort to administer.

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

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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 about score summaries.

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

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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:

maeia.wpengine.com/wp-content/uploads/2016/02/Using-MAEIA-Asst-to-Demontrate-Educator-Effectiveness-v.-5.1.pdf

How to Use Methods 1 and 2

Choose a way to display your data:

- Calculate a Mean Change Score for the classroom.

- Construct an Achievement Change Table to show levels of change.

How to Use Methods 1 and 2

Calculate a **Mean Change Score** for the classroom:

- Add up the individual student change scores (sum of all individual T2-T1 scores).

- Divide this number by the number of students (sum of T2-T1/N).

- Do this for each MAEIA assessment used.

How to Use Methods 1 and 2

Ways to display the data:

Construct an Achievement Change Table to show levels of change for students in the classroom:

Set up a table that shows several levels of change (gains or losses)

- Up +20 points or more
- Up +10 to +19 points
- Up +1 to + 9 points
- Unchanged
- Down -1 to -9 points
- Down -10 to -19 points
- Down -20 points or more

Report the number and percentage of students in each category.

Example Achievement Change Table

	−20 points or more	−10 to −19 points	−1 to −9 points	No Change	+1 to +9 points	+10 to +19 points	+20 points or more
Number	1	4	6	8	7	4
Percent	3.3%	12.1%	20.0%	26.7%	23.3%	12.1%

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 is 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.

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 – Mean Change Score and/or Achievement Change Table

- 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

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.

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