

Demonstrating Educator Effectiveness Method 3 – The “New Old-Fashioned” Way

In this model, teachers select student responses to an item they have ~~been~~ used that exemplify the range of student achievement in their classroom. These might include students who struggled initially but who now have achieved at high levels; students once unable to perform at all but now are doing so; students who did quite well in the past who are now achieving at the same or higher levels.

Combined with teacher documentation of the steps taken to instruct, support, and encourage students (e.g., individual or full class assistance provided), this data can inform supervisors about how well students have achieved and the steps used by the teacher to promote such achievement.

Note:

The MAEIA assessments can be used by an arts educator to demonstrate his/her 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 by the item (not the item itself) should occur so that change in student performance is possible.

Model 3

Below are suggestions for how to use the MAEIA assessments in Model 3, in which the MAEIA assessment is so unique that it is used just once.

1. Select exemplars of student work to demonstrate the overall achievement of students in your classroom
2. Select exemplars from students such as these:
 - a. Students who were already high achieving – how did they do on the assessments used? Did they improve?
 - b. Students who were initially struggling – have they done well on the assessments used?
 - c. Students who initially struggled to perform at all, who are now performing and perhaps doing much better.