

## Using The MAEIA Assessments with Student Learning Objective Educator Evaluation Programs

There are several important instructions for educators considering the use of the MAEIA assessments for educator evaluation.

1. Educators should match locally-determined Student Learning Objectives (SLOs) to the state and national content standards that form the basis of the MAEIA assessment measures. Identify the overlaps between local SLOs and the state and national content standards. For more information on SLOs, visit: <http://www.gtlcenter.org/search/node/student-learning-objectives>
2. Educators should review the MAEIA assessment measures that best match the locally-determined SLOs to select the MAEIA assessment(s) that best fit the planned instruction for students.
3. Determine when during the school year to use each planned measure, so as to appropriately embed the MAEIA measures within the planned instruction for use in documenting student learning and achievement. Some educators have found it advantageous to use a MAEIA performance event in the fall, as a pre-test, and a related MAEIA performance task as a post-test at the end of the school year.
4. Review the assessment results to determine if and how the results can be used to document growth in student achievement and learning. The following are some suggested steps:
  - A. Teachers should select students' responses to represent the teacher's work within the class in order to show what the class as a whole as well as individual students are able to do. For example, teachers can select examples of student work from each marking period to illustrate changes in students' work over the school year. The teacher might also select students who:
    - Performed at an exceptional level
    - Performed marginally in the fall, but now are doing exceptional work
    - Struggled initially to perform, but are now doing acceptable (or better) work
    - Were unable to complete assignments but are now able to complete the assessment
    - Still need help and how the teacher is working with them
  - B. Use other sources of achievement data as well (e.g., other measures or indicators of achievement), since important decisions about students or educators should ideally be based on multiple sources of data.
    - Performance on traditional tests and quizzes
    - Student self-reports and reflections on their performances. Note: many MAEIA assessments have built-in reflections.
    - Student performance in external arts-related activities, such as band or orchestra festivals, drama, dance recitals, or visual arts exhibitions

- Student participation and performance in community arts-related activities outside of school
- Student post-secondary arts education participation
- Student course enrollments
- Student effort

5. Document and save instructional practices information that correlates with student achievement information.

A. Teacher-developed narratives to describe and illustrate teacher practices to accompany the student assessment results described above. This documentation should be designed to show how instructors worked or are working with different groups of students to help them achieve the performances that the MAEIA assessments have demonstrated. These narratives might be enhanced with videos of the teacher working with the entire class, sub-groups of students, and/or individual students. Thus, the achievement results could represent “proof of concept” for educator assertions of effectiveness to show what they did to help students achieve at the levels shown by the MAEIA measures.

B. Video-or audio-recordings of the teacher providing instruction—to the entire classroom, to groups of students, and to individual students.

C. Documentation by the teacher of remedial assistance and support provided to groups and individual students.

D. Observation of the teacher providing instruction, conducted by observers who understand how the arts are to be taught, and how arts educator effectiveness can best be documented. Schools should be able to demonstrate the preparation of observers (e.g., building-level administrators) to understand and appropriately observe arts instruction.

E. Instructional or lesson plans.

6. The teacher and the school administrator can use this work as one piece of evidence of student learning and achievement. These achievement data, along with appropriate observational data, should be used in the overall evaluation of an educator.

7. The goal of such educator evaluation should primarily be improvement of educator practice, so the educator-supervisor conversations should focus on instructional improvement efforts.