



PLANNING TOOL: MAEIA Arts Instruction and Assessment



How to use this document: This document describes step-by-step processes to use resources created by the [Michigan Arts Education Instruction and Assessment \(MAEIA\) project](#), including instructional materials, student performance assessments, collaborative scoring, and demonstrating educator effectiveness. (MAEIA also has materials to support review of an arts education program and for professional learning.) These resources are aligned to the [Michigan Blueprint of a Quality Arts Education Program](#) and the companion [Research and Recommendations](#). For more information on MAEIA resources, visit maeia-artsednetwork.org

Getting Ready to Implement	Implement	Monitor the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
<p>QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure OPPORTUNITY for high quality implementation of the strategy?</p>	<p>QUESTIONS: How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy? What are the activities during implementation?</p>	<p>QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?</p>	<p>QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT ON STUDENT ACHIEVEMENT IS EVALUATED?</p>
<p>ACTIVITY: GROWING STUDENT LEARNING -Teachers will participate in professional learning that focuses on MAEIA instructional resources: Curriculum Maps and Instructional Plan development related to selected performance assessments.</p>	<p>ACTIVITY: -Teachers will develop and utilize an Instructional Map, which includes: 1. content standards 2. the strands of Create, Perform, and Respond and 3. social-emotional constructs/competencies. -Teachers will provide opportunities for students to Create, Perform, and/or Respond through activities related to embodiment, interaction, explicit teaching of process, and performance assessment and/or the formative assessment process. -Teachers will include planning on how to differentiate instruction to meet individual student needs.</p>	<p>ACTIVITY: -Administrators or department chairs/coordinators will observe opportunities for students to Create, Perform, and/or Respond through embodiment, interaction, explicit teaching of process, and performance assessment and/or the formative assessment process.</p>	<p>ACTIVITY: -Administrators and/or department chairs/coordinators and teachers will discuss implementation/observation data to determine next steps.</p>
<p>ACTIVITY: GROWING STUDENT LEARNING -Teachers will participate in professional learning that focuses on MAEIA assessment resources: video modules about the MAEIA Assessments and MAEIA performance assessment selection, Assessment Plan development, and additional supporting resources such as the MAEIA Assessment Administration Manual.</p>	<p>ACTIVITY: -Teachers will develop and utilize an Assessment Plan. -Teachers will adapt their selected assessments to meet individual student and classroom needs. -Teachers will administer the performance assessments identified in the Assessment Plan and use guidance provided in the MAEIA Assessment Administration Manual. -Teachers will use rubrics to score the performance assessments independently or collaboratively.</p>	<p>ACTIVITY: -Teachers will use results from the selected performance assessments in their Assessment Plan to monitor the impact on student success. -Teachers will also have the opportunity to:</p> <ul style="list-style-type: none"> independently and/or collaboratively analyze data to monitor effects on student success. use feedback and data on scoring to modify their instruction. use student assessment results in demonstrating educator effectiveness. 	<p>ACTIVITY: -Administrators and/or department chairs/coordinators and teachers will discuss student impact data (assessment results) to determine next steps.</p>



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<p>ACTIVITY: COLLABORATIVE SCORING</p> <ul style="list-style-type: none"> -Teachers who choose to collaboratively score MAEIA assessments will participate in professional learning that focuses on the process of collaborative scoring and how to use Michigan’s Collaborative Scoring System (MI-CSS) to support that process. -Teachers will register and create an account to use the MI-CSS software. 	<p>ACTIVITY:</p> <ul style="list-style-type: none"> -Teachers will individually load their students’ work from the selected MAEIA assessments into MI-CSS and score it. Their student work will then be scored within MI-CSS by other arts educators in Michigan. -Teachers will score student work from other teachers. The MI-CSS software will match and pair scorers according to arts discipline and grade level. -Individuals (or teams) will provide feedback throughout the scoring process, explaining their scoring rationale to support teacher reflection on scoring. -Teachers can also use the scoring data as part of demonstrating educator effectiveness (see next row). 	<p>ACTIVITY:</p> <ul style="list-style-type: none"> -Administrators will monitor the number of assessments uploaded to MI-CSS and scored by participating teachers. -Teachers will print their scoring report and analyze the data. -Teachers will use data on scoring and feedback from scorers to modify their instruction. 	<p>ACTIVITY:</p> <ul style="list-style-type: none"> -Administrators may review the scoring reports (student achievement) for their teachers. -Teachers and department chairs/coordinators will have a debrief conversation focusing on the collaborative scoring process and the data obtained. -Teachers and department chairs/coordinators will have a debrief conversation focusing on instruction and curriculum. -If a sufficient number of teachers or teams from a school or district participate in MI-CSS, scoring data may be used in discussions related to program improvement (along with other data about the program).
<p>ACTIVITY: DEMONSTRATING EDUCATOR EFFECTIVENESS</p> <ul style="list-style-type: none"> -Teachers will participate in professional learning that focuses on MAEIA resources for demonstrating educator effectiveness: video modules, supporting documents, an Edupaths course, and/or attendance at the MAEIA Institute (summer learning). 	<p>ACTIVITY:</p> <ul style="list-style-type: none"> -Teachers will implement the 3 phases of the demonstrating educator effectiveness process: -Planning -Measuring student growth -Presenting evidence of teacher effectiveness 	<p>ACTIVITY:</p> <ul style="list-style-type: none"> -Teachers and department chairs/coordinators will review/monitor MAEIA student assessment data along with documentation of the steps taken to instruct, support, and encourage students. 	<p>ACTIVITY:</p> <ul style="list-style-type: none"> -Teachers, and/or department chairs/coordinators, and administrators will evaluate MAEIA student assessment data along with documentation of the steps taken to instruct, support, and encourage students.