# PLANNING TOOL: Migrant Education and Assessment (MAEIA)

## Getting Ready to Implement

### 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?

### ACTIVITY:
- Teachers will participate in professional learning that focuses on MAEIA instructional resources: Curriculum Maps and Instructional Plan development related to selected performance assessments.

## Implement

### QUESTIONS:
- How will we ensure **HIGH QUALITY IMPLEMENTATION** of the strategy?
- What are the activities during implementation?

### 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.

## Monitor the Fidelity of Adult Implementation and Student Impact

### 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**?

### 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.

## Evaluate the Fidelity of Adult Implementation and Student Impact

### 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?

### ACTIVITY:
- Administrators and/or department chairs/coordinators will discuss implementation/observation data to determine next steps.

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**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](http://maeia-artsednetwork.org).

**Getting Ready to Implement**

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**Developed for the MiStrategy Bank — March 2021**

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Michigan Arts Education Instruction & Assessment: Advancing Creativity in Education

maeia-artsednetwork.org — 517.816.4520
## PLANNING TOOL: MAEIA Arts Instruction and Assessment

### Getting Ready to Implement

**ACTIVITY: COLLABORATIVE SCORING**
- 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.

**ACTIVITY:**
- 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).

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- Teachers can also use the scoring data as part of demonstrating educator effectiveness (see next row).

### Monitor the Fidelity of Adult Implementation and Student Impact

**ACTIVITY:**
- 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.

### Evaluate the Fidelity of Adult Implementation and Student Impact

**ACTIVITY:**
- 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).

### ACTIVITY: DEMONSTRATING EDUCATOR EFFECTIVENESS

- 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).

**ACTIVITY:**
- Teachers will implement the 3 phases of the demonstrating educator effectiveness process:
  - Planning
  - Measuring student growth
  - Presenting evidence of teacher effectiveness

**ACTIVITY:**
- 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.

**ACTIVITY:**
- 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.