

TEACHER EVALUATION AND STUDENT ASSESSMENT

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TEACHER EVALUATION AND STUDENT ASSESSMENT AGENDA

1. Discuss how you are handling the state's new teacher evaluation requirements as an arts educator.
2. Examples of teacher evaluation protocols for arts educators
3. How you can build assessments from the new Model Cornerstone Assessments released with the new, voluntary National Core Arts Standards.
4. Sharing models of assessment in arts education currently utilized in the state



TEACHER EVALUATION

Where Did it Come From?

What Does it Look Like?



STATE MANDATES THROUGH LEGISLATION

The Accountability Section aims to measure the growth in quality of Arizona schools and districts by producing timely and reliable accountability determinations as required by state and federal law. The section works closely with Assessments, the State Board of Education, and Research & Evaluation in order to accurately label schools in a fair and systematic manner. Accountability staff support schools, districts, and other stakeholders to refine the system as well as utilize data in an appropriate and effective manner.

DISCUSSION ACTIVITY

Step 1: With your discussion partner explain what your district does for teacher evaluation.

Step 2: Share one issue that is negative or cumbersome in the evaluation process

Step 3: How would you create an evaluation system?

SCOTTSDALE UNIFIED SCHOOL DISTRICT EVALUATION PLAN



Plans Towards Teacher and
Student Success



Scottsdale *Unified* School District

FORMATIVE TEACHER PERFORMANCE ASSESSMENT INSTRUMENT-REVISED (FTPAI-R)

Statement of Purpose

- The primary objective of this teacher evaluation system is to assess the quality of instruction and promote dialogue to encourage continuous teaching improvement and student learning. In addition, the evaluation system measures the effectiveness of the teacher in meeting the Teacher Performance Standards established by the District. Finally, the evaluation system provides information for administrative decision making regarding continuation, non-renewal, and/or termination of contract.

Essential Values of this System

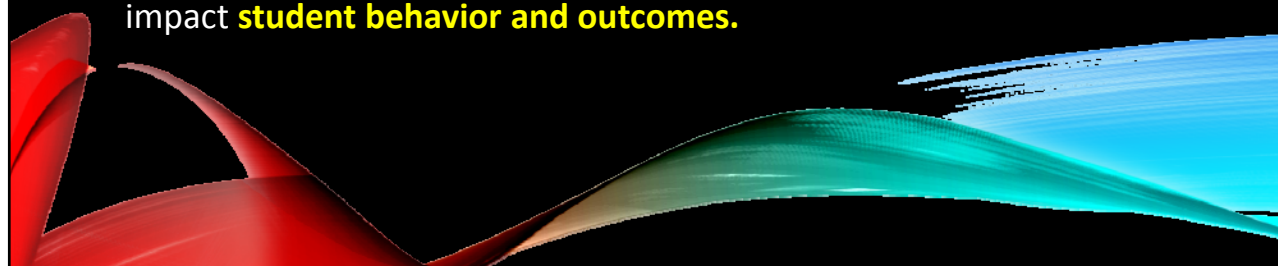
- The FTPAI-R is a framework that supports collaboration, reflection and dialogue among professionals. It is designed to facilitate open communication in an atmosphere of mutual trust and respect. Moreover, it provides teachers and administrators with a common set of standards to help clarify teacher performance expectations. Finally, this system promotes teacher reflection and self-evaluation as essential capacities for improving instruction and increasing student achievement.

FTPAI-R STRUCTURE

- The FTPAI-R organizational structure consists of eight standards with four levels of performance established for each standard.
- The evaluators and evaluatees are to use the specific evaluative indicators within the rubric of each standard as guides in determining the most appropriate level of performance within the eight standards of the FTPAI-R.
- It is very important to note that the evaluators are not expected to observe all of the specific evaluative indicators in a single observation. Instead, the evaluative process should be thought of as an ongoing, collaborative endeavor that promotes personal and professional growth for the teacher. To this end, observation is just one of many ways to gather important information about the teaching and learning process.
- The evaluative indicators are elements of professional teaching practice that assist the participants in establishing quality of performance. When there is evidence that the indicators are present and well accomplished for a standard, the probability that the teacher is demonstrating quality performance on that particular standard is increased.
- In addition to focusing attention on the teachers' practices, the evaluators must also focus on how well the teaching practices impact student behavior and outcomes.

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WHAT DOES IT REALLY LOOK LIKE.....



... Or what am I as a teacher really evaluated on?



EVALUATION CATEGORIES


Teacher Expectations

Standard 1: Effective teachers establish and maintain high expectations for everyone: for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and schools hold high expectations for themselves and communicates those expectations to all concerned.

Instructional Organization

Standard 2: Effective teachers know their content and understand how their students learn best within a framework of academic standards. They use that information to align the curriculum, informed by student assessments, to target short and long term goals. Instruction is organized to meet the needs of all students, and the classroom activities and resources effectively produce continuous student involvement and high levels of achievement.

Standard 3: Effective teachers help their students understand what they are going to learn and why. Their instructional sequence of knowledge engagement, use of materials and learning activities are coherent and flow comfortably as students effectively participate in the learning process.



Learner Involvement

Standard 4: Effective teachers embrace the importance of student dialogue and engagement in pursuing learning opportunities. As facilitators of passionate inquiry they invite and expect students to become self-regulated learners capable of relating what they are learning to their lives outside of school.

STUDENT ASSESSMENT

Standard 5: Effective teachers assess student learning and communicate the results to students, parents and other professionals with respect to the students' abilities to meet academic standards. Student self-assessment is promoted and they use these data to help guide instruction. Privacy of records is a hallmark of professional teachers.

Learning Environment

Standard 6: Effective teachers know that a safe and orderly classroom environment is critical to student success. Mutual trust, respect, consistency and fairness are important classroom imperatives that highly effective teachers demonstrate and expect from others.

PROFESSIONAL RESPONSIBILITIES

Standard 7: Effective teachers understand that engaging in and maintaining positive school community interactions is critical to student success.

Professional Development

Standard 8: Effective teachers understand that engaging in professional development activities is critical to enhancing their capacities to influence student success



The image shows a woman's face in profile, looking to the right. She has her hand resting on her chin, suggesting a state of deep thought or reflection. The background is a soft, out-of-focus light color. A small 'wikiHow' watermark is visible in the bottom right corner of the photo.

EIGHT STANDARDS ARE THE UNITS OF MEASUREMENT AND THUS JUDGED IN TERMS OF PERFORMANCE LEVELS.

For each standard, the evaluator must select one level of performance from a possible four, that best represents the performance of the teacher.

LEVELS OF ASSESSMENT

Unsatisfactory

The teacher does not yet appear to understand the concepts underlying the standard

Approaches

The teacher appears to understand the concepts underlying the standard but the implementation is sporadic, intermittent, and not particularly successful

Accomplished or Proficient

The teacher clearly understands the concepts underlying the standard and implements them well

Distinguished

Teachers at this level are master teachers whose classrooms operate at a qualitatively different high level of functioning. Their classrooms consist of a community of learners with students highly motivated and engaged and who assume considerable responsibility for their own learning.

VISUALLY, HOW CAN YOU TELL THE STUDENT HAS LEARNED?



Unsatisfactory



Approaches



Accomplished or Proficient



Distinguished

DISCUSSION ACTIVITY

- With a discussion partner share and justify one area for improvement that you think is important?

AS A TEACHER WHAT SHOULD YOU DO ?

- Comprehend the Standards
- Develop Comprehensive Lesson plans that address the needs of the students
- Develop Action Plans and Growth Development Plans
- Develop Differentiated Learning Strategies
- Encourage students to track their own growth through charts or graphs
- Understand the difference between formative and summative assessments
- Development personal growth plans for the development of teaching strategies

ADVOCATING FOR FAIR AND BALANCED TEACHER EVALUATIONS

Strategies for Educating and Informing Administrators about What You Do

- It is paramount that arts educators take the lead and educate our administrators about the fine arts. We must advocate that only personnel trained in fine arts and evaluation methods evaluate the fine arts.
- To educate, inform and advocate for fair and balanced teacher evaluations, we need to formulate what administrators and evaluators need to know about fine arts. We also need to define the attributes of an effective fine arts educator, what a good fine arts educator looks like, and the criteria for measuring the effectiveness of fine arts educators. How do we know when someone is a good fine arts teacher?

Administrators/Evaluators must be trained and knowledgeable about:

- Fine Art content: concepts, knowledge,
- Fine Art pedagogy
- National and/or state Fine Arts standards,
- Assessments for Fine Arts
- Connections of Fine Arts to Higher order thinking, 21st Century Skills and other disciplines
- What an effective Fine Arts teacher looks like in the classroom

Strategies to help us accomplish this.

- Discuss with administrators what you do in the classroom, what it looks like, provide explicit instruction: Explain what they see, what they should be looking for
- Find out your principal's perception of the fine arts.
- Share the fine arts standards being addressed, and how the content and concepts taught align with those standards.
- Correlate the fine arts with 3 of the 4 C's of the 21st Century Skills: Creativity, Collaboration, Communication. Help them see how critical thinking is addressed.
- Help administrators understand how your assessments link to teaching and learning.
- Invite administrators, legislators, board members to classes, performances, conferences, auditions, field trips
- Be proactive: be visible, share the positive, be a team player
- Be constant: be the squeaky wheel but be friendly, polite, not annoying

BE AN ADVOCATE



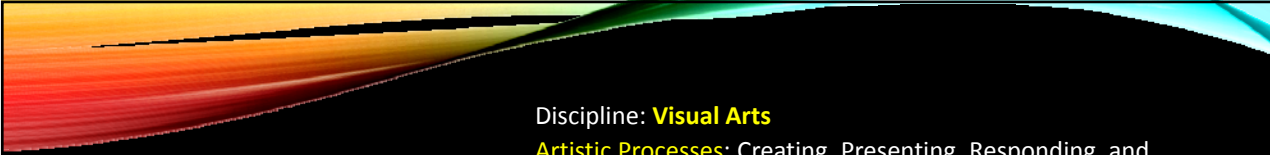
- invite administrators and fellow teachers at your school to perform in your concerts. This is not only informing them about the fine arts, but having them experiencing it which helps develop a better understanding of it.
- Speak their language: how the arts can be integrated, collaboration opportunities

HOW DO WE UNDERSTAND WHAT OUR STUDENTS HAVE LEARNED?

Model Cornerstone Assessments (MCA)

What Are They and How Can They Be
Used to Evaluate Our Students?






QUESTION TO THINK ABOUT

How does the Model Cornerstone Assessments (MCA) provide evidence of students meeting the standards?

Discipline: **Visual Arts**
Artistic Processes: Creating, Presenting, Responding, and Connecting
Title: Investigating Places of Personal Significance
Short Description of Assessment:
Students collaboratively observe, analyze, and interpret a body of artworks about places, focusing on content, style, and technique.
Students create an artwork that communicates something about a place that has significance for them, and is inspired by the content, style or technique of artworks observed and analyzed, while demonstrating quality craftsmanship through appropriate use of materials, tools, and equipment.
Students write an artist statement to be displayed with their completed artwork.
Students present their artworks and artist statements for a group discussion about an appropriate location for physically or digitally displaying the finished work and how a display communicates information and ideas to the viewer.



QUESTION TO THINK ABOUT

How can the MCA be used to provide evidence of student growth – and growth in what?

Scoring Devices [rubrics, checklists, rating scales, etc. based on the Visual Arts Standards and Traits]

Sample Scoring : 5th Grade Student Self Critique Form - This device reflects Student outcomes that may be used by students to evaluate their performance in meeting the intended outcomes based on standards.

5th Grade Student Self-Critique Form:
 I observed, analyzed and responded to a group of artworks about places with my peers.
 Yes Somewhat No Comments

Our discussions included focus on content, style, and technique of the artworks.
 Yes Somewhat No Comments

I understand how art can record and present certain aspects of life (Provide examples.)
 Yes Somewhat No Comments

I demonstrated quality craftsmanship with the materials, tools, and equipment I chose to complete my artwork.
 Yes Somewhat No Comments

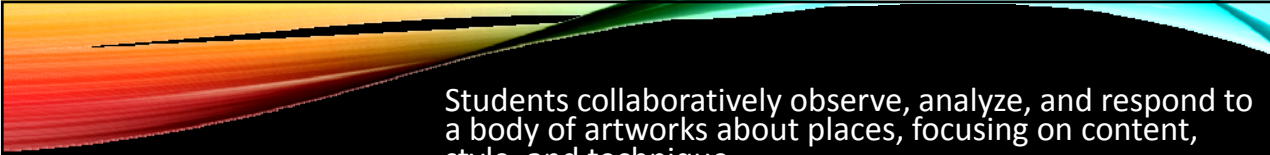
My art is inspired by the content, style, or technique of the artworks I observed.
 Yes Somewhat No Comments

I used art vocabulary to write an artist statement to describe personal choices made in art-making.
 Yes Somewhat No Comments

Yes Somewhat No Comments Overall, I think my artwork is successful because:

TASK SPECIFIC RUBRICS

<p>Artistic Process: Responding</p> <ul style="list-style-type: none"> • Perceive • Analyze 	<p>Enduring Understandings</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? 	<p>Anchor Standards</p> <p>Perceive and analyze artistic work</p>	<p>Key Traits</p> <p>Discuss various ideas about places presented in works of art.</p> <ul style="list-style-type: none"> • Share personal interpretations of the works of art. • Discuss classmates' interpretations of artworks 	<p>Performance Standards (Advanced)</p> <p>VA:Re7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.</p>
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Students collaboratively observe, analyze, and respond to a body of artworks about places, focusing on content, style, and technique.

Short Description of the Assessment/Key Rubric for Holistic Traits

Responding

- Discuss various ideas about places presented in works of art.
- Share personal interpretations of the works of art.
- Discuss classmates' interpretations of artworks about places
- Discuss the settings within each artwork and draw conclusions about the ideas and mood conveyed.



Short Description of the Assessment/Key Traits

No evidence	Limited evidence	Sufficient evidence	Strong evidence
Student observed the art work but did not respond to any questions or make comments.	Student observed and analyzed the art work and made limited contributions to the discussion.	Student observed, analyzed and responded to a diverse selection of artworks about places, focusing on content, style and technique.	Student insightfully observed, analyzed and responded in multiple ways to a diverse selection of artworks about places, focusing on content, style and technique.

ADDITIONAL RUBRIC POSSIBILITIES

Standard

Compare one's
own interpretation
of a work of art with the
interpretation of others.

Evidence in Student Performance

Identify obvious
similarities and
differences between own
interpretation of an
artwork and classmates'
interpretations of the
same artwork.

Performance in Artistic Process

Identify obvious
similarities and
differences between own
interpretation of an
artwork and classmates'
interpretations of the
same artwork.

**Rubric includes only two
choices: observed or not
observed**

WEBSITE:

[HTTP://WWW.NATIONALARTSSTANDARDS.ORG/](http://www.nationalartsstandards.org/)

DISTRICT PLANS



PEORIA

The Peoria district, led by its former District Arts Coordinator, Robert Benson, has developed a curriculum framework based on the Arizona State Dance Standards in Dance, first identifying the enduring understandings and essential questions. Included are learning targets, criteria for success, formative and summative assessments, and alignment to district outcomes such as apply problem-solving strategies in real-world situations, apply appropriate communication skills in a variety of situations, and think critically, creatively, independently, and originally. It includes student and teacher resources, sample lesson plans and rubrics. They have field-tested these assessments, and collected data to show student achievement across the district.

Maricopa County School District

The Maricopa County School District in Arizona organized a cadre of arts teachers from all arts disciplines to create multiple choice questions for valid and reliable tests in each arts discipline. They defined which content areas could be tested with paper/pencil test and which needed to be tested with performance based tasks. They are aligned to the Arizona State Arts Standards, and the Maricopa District is willing to share them with other districts.

<http://education.maricopa.gov/site/Default.aspx?PageID=263>

WASHINGTON STATE

Washington State: State law defines the arts, including dance, as a core, academic, and basic subject. As such, students in dance are assessed annually by Arts Classroom-Based Performance Based Assessments. an access some of their sample assessments on the State of Washington, Office of Superintendent of Public Instruction's [website](http://www.k12.wa.us/Arts/PerformanceAssessments/default.aspx).

<http://www.k12.wa.us/Arts/PerformanceAssessments/default.aspx>

SCOTTSDALE

The Scottsdale Unified School District in Arizona organized a cadre of arts teachers from all arts disciplines to create multiple choice questions for valid and reliable tests in each arts discipline.

The Curriculum and Fine Arts Coordinators, Janet Blum and Mike Miller defined which content areas could be tested with computer/paper/pencil test and which needed to be tested with performance based tasks. They are aligned to the Arizona State Arts Standards.

District Content Areas Content Knowledge Assessments: Visual Arts (5th, 8th, HS Studio Art, General Music (5th), Vocal Music (MS & HS), Band (5th, 8th, HS), Strings (5th, 8th, HS), Dance, Theatre

Performance Tests through SmartMusic: MS and HS performance tests in Vocal, Band and Strings.

HOW CAN OR DOES THE MCA AND DISTRICT ASSESSMENT TESTS SUPPORT THE GROWTH MEASURE IN TEACHER EVALUATION?

OPEN DISCUSSION





QUESTIONS OR COMMENTS

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