

Morning Breakout Session - Assessment

Session Facilitator: Robert Benson, Peoria Unified School District

- Arts educators are going to have assessments that are vital and important to the Arts in Public Education.
- It is important to have a decision-making committee (teachers).

Change

- Transformation requires more than changes in what people do: it requires changes in how they think and feel about the images people have of organization/ implementation

What should the image of school look like in 10 years?

- Overview
- Law
- Evaluation/Student Growth/Teacher Effectiveness
- Data on student academic progress
- Evaluation framework 2011-2012
- Requires school districts to use quantitative data. How do your students grow?

In terms of teacher evaluations and assessments, arts education is part of "Group B Teachers"

What defines a Group B Teacher?

- By definition teachers using the group B framework have rather limited or no valid reliable data in their classroom.

Federal priorities specify that acceptable measures for determining teacher's contribution to student learning must meet the following requirements:

- Rigorous
- Between two points in time
- Comparable across classrooms, i.e. same teachers teaching same class should have the same assessments.

How do your students do on the Standardized Test?

- If you are a B teacher, you may find this offensive; we are not the same as English or Math.

Platform for Arts Assessment

- Connections
- Inquiry
- Framework
- Tools

Connecting – how do arts assessments fit into, and enhance, the current mission of school district

- Deep connections, progress education
- “Institution assessment efforts should not be concerned about valuing what can be measured, but instead measuring what can be valued.”

Mission and vision

- All children will learn, grow and develop their full potential
- World Class Education for tomorrow’s leaders

Inquiry – student growth, student proficiency, capacity development

- What are kids doing and what should they be doing?
- Students should relate learning to the real world
- Student should be able to communicate in the arts with the basic skills

Framework –how your department will organize the assessment system

Curriculum, communication across classrooms

- Is the curriculum guaranteed?
- Gives all students core knowledge, skills understanding, delineates district standards
- Connects to grade level expectation from one year to another
- Includes common assessments
- Suggests appropriate instructional strategies and resources for students who struggle to meet district standards
- Routinely integrates technology and information skills
- Provides opportunities for students to achieve any where in AZ
- Is the curriculum viable? Is it feasible for the teacher to teach?

Recommended book: *Rigorous Curriculum Design* by Larry Ainsworth

Specific Learning outcomes

- Academic Vocabulary
- Units of study
- Standard based skills and content knowledge
- Higher level thinking

Peoria Arts Assessment Plan

- Connecting
 - Demonstrate civic and personal responsibility.
 - Access, evaluate and apply information and technology effectively
 - Anticipate and proactively react to change
 - Apply appropriate communications skills in variety of situations
 - Exhibit life management skills
 - Display awareness and understanding of global cross curriculum

- Classroom Walkthrough
 - Active engagement
 - Student learning conversations
 - Teacher led instructions
 - Student work teacher engaged learning
 - Arts classrooms see more engagement.

Put inquiry and frameworks together

- Content knowledge product and performance, responding to art
- They created a framework that spoke to all Arts Areas

Big Ideas – they become so WHY?

- Assessment Task – test, student centered products, written response

Units

- This is the BIG PIECE...Can someone walk into a classroom and know why the teacher is doing what they are doing? How does this relate? Can the student utilize the knowledge that they have learned in your class? Teaching for transfer, or teaching for meaning

Content Knowledge

- Peoria developed their own Scantron for their text. They bar coded their own
- teachers created this, very reliable data

Project Performance /Response

- Student centered, low scaffold authentic performance based assessment
- Create a rubric
- Driven with heightened stimuli via a student performance prompt
- Encompasses skills student have learned utilized over the learning segment

Units as a tool

- Identify the desired results
- Determine
 - o Acceptable evidence demonstration for desired results
 - o Plan learning experience an instruction aligned with desired results
 - o Don't forget the beauty of the arts.
- Units are the package... there might be five or six for each teacher.
- Prioritized Standard
 - o know, do, support standard, essential questions, assessments, learning plan, teacher lesson, activities, formative assessments
- Peoria is developing a database for best practices.

Questions

- How do I effectively assess?
 - o Good question, Peoria does it by grade level, how do you get help? How do we engage our classroom teachers?
 - o Listening
 - o Collaborating with other teachers
- Are you following the growth, over time, how are the students doing?
- As far as cross-classrooms how do the music teachers fit all across the district?
 - o He suggests decide as a group. What are the most important things we want these students to know?
- Make sure that all Special Areas are on the same page.
 - o Some schools see students that they leave their classes and go to easier electives
 - o Students voted on preferred subjects and the tougher teachers lost their sections
 - o Robert realizes that there are sleepers