

TN Arts Growth Measures System

A Partnership between Tennessee FTTT, MCS Curriculum and Instruction, and MCS Teacher Effectiveness Initiative.
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OVERVIEW

Student Growth in the arts can be demonstrated in a variety of ways. There is no single common student performance measure. The purpose of this evaluation model is to provide Tennessee Fine Arts Teachers with a teacher evaluation system that is tied to the measurement of student learning in the arts. Teachers will use portfolios of student growth work samples from across the arts learning domains of Perform, Create, Respond, and Connect.

Fine Arts Teachers will continue to deliver a Standards-Based Curriculum. Teachers, as always, will be expected to use formative and summative assessments (for individual students and groups when appropriate) for the purpose of informing instructional practice. Under the new system, increased attention will be given to the collection of student produced work samples. Teachers will collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. A blind review committee, comprised of content specific exemplary teachers, will conduct a holistic review of the student evidence collections to measure growth towards state standards.

- Teachers will select and collect student work samples using a purposeful sampling process.
 - Student Growth Evidence needs samples from two points in time, whether pre/post evidence or post/post evidence.
- Teachers complete a brief questionnaire that is meant to provide context to the review committee.
- Teachers will pre-score and submit evidence collections to a peer review committee.
- The peer review committee comprised of content specific expert teachers will conduct a review of the student work samples.

COMPILATION GUIDELINES for the Teacher Portfolio

1. Cover sheet questionnaire- Teachers will complete a cover sheet questionnaire that will provide the peer review committee proper context. A district administrator must sign this sheet before it is submitted.
2. Evidence Collection- Teachers will review the Evidence Collection Guide and compile a purposeful sample of student growth samples (a minimum of 5 Collections of Evidence). Teachers will include student growth evidence collections that are standards-based and that are meaningful/authentic measures of student learning. When submitting evidence, teachers will declare what domains correspond to the submitted student growth samples. (*At least 3 of the 4 domains should be represented at the end of process to be considered standards-based. If a portfolio fails to meet this, the peer reviewer will reject the portfolio). Please refer to the purposeful sampling section of this document for detailed information about Type I and Type II Evidence Collections.
3. Evidence Collection/Domain Identification form- Teachers will complete an explanation form that describes how the evidence submitted for each domain shows growth within that domain.
4. Score- Teachers will score each Evidence Collection against the provided scoring guides.
5. Submit- Teachers will submit the completed portfolio to the Blind Peer Review Committee. A completed portfolio contains a cover sheet questionnaire, evidence collections, evidence collection explanation forms, and a score sheet completed by the teacher.

PORTFOLIO SUBMISSION

The Portfolio, consisting of the Cover Questionnaire, Evidence Collections, Domain ID Form and Self-Score Sheet may be submitted:

1. Electronically – via PowerPoint, Website, CD DVD or USB Flash Drive
 - Make every effort to consider compatibility of formats
 - A website is in development that allows for evidence to be uploaded to a management system
2. Hard-copy, paper documents. Identify each artifact as it corresponds to the domain identification form

Please note- If using End of Course exams as evidence, do not include all student exams. Submit a sample exam with a data report that shows individual and group scoring.

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EVIDENCE COLLECTION GUIDE

An Evidence Collection *is a group of student work samples that demonstrate growth* towards the arts domains. The four domains are **Perform, Create, Respond, and Connect**. *Teachers will submit a portfolio of evidence that demonstrates student growth in at least three of the four domains*. Evidence collections should contain student work that shows a comparison between at least two points in time (pre-post/post-post). Evidence may include student work products, audio and visual recordings, adjudicated festival performance assessment reports, end of year course examinations, or other state approved measures. Evidence representing various populations of students' work (emerging, proficient, advanced, children with special needs, etc.) should be represented within the portfolio. Note that evidence can be declared to show growth in more than one domain. Please refer to the third bullet point under the heading 'Purposeful Sampling' on page three for further defines these terms).

RUBRIC FRAMEWORK

The Fine Arts Student Growth Measures Framework has four categorical domains: Perform, Create, Respond, and Connect. These domains were designed to reflect the Tennessee Fine Arts standards. The table below outlines how the subject area standards are organized.

	Dance	Music	Theatre	Visual Arts
Perform	Standards 1, 2	Standards 1, 2, 5	Standards 2, 4	Standards 1, 2
Create	Standard 3	Standards 3, 4	Standards 1, 3	Standard 3
Respond	Standard 4	Standards 6, 7	Standards 7, 8	Standards 4, 5
Connect	Standards 5, 6, 7	Standards 8, 9	Standards 5, 6	Standard 6

<u>DANCE</u>	<u>MUSIC</u>
<u>Standard 1.0 Elements and Skills.</u> <u>Standard 2.0 Choreography</u> <u>Standard 3.0 Creativity and Communication</u> <u>Standard 4.0 Criticism and Analysis</u> <u>Standard 5.0 Cultural/Historical Contexts</u> <u>Standard 6.0 Health</u> <u>Standard 7.0 Interdisciplinary Connections</u>	<u>Standard 1.0 Singing</u> <u>Standard 2.0 Playing Instruments</u> <u>Standard 3.0 Improvising</u> <u>Standard 4.0 Composing</u> <u>Standard 5.0 Reading and Notating</u> <u>Standard 6.0 Listening and Analyzing</u> <u>Standard 7.0 Evaluation</u> <u>Standard 8.0 Interdisciplinary Connections</u> <u>Standard 9.0 Historical and Cultural Relationships</u>
<u>THEATRE</u>	<u>VISUAL ART</u>
<u>Standard 1.0 Script Writing</u> <u>Standard 2.0 Character Acting</u> <u>Standard 3.0 Scene Design</u> <u>Standard 4.0 Directing</u> <u>Standard 5.0 Research</u> <u>Standard 6.0 Theatrical Presentation</u> <u>Standard 7.0 Scene Comprehension</u> <u>Standard 8.0 Context</u>	<u>Standard 1.0 Media, Techniques and Processes</u> <u>Standard 2.0 Structures and Functions</u> <u>Standard 3.0 Evaluation <i>Students will choose and evaluate a range of subject matter, symbols, and ideas.</i></u> <u>Standard 4.0 Historical and Cultural Relationships</u> <u>Standard 5.0 Reflecting and Assessing</u> <u>Standard 6.0 Interdisciplinary Connections</u>

USING THE SCORING GUIDE WHEN COLLECTING EVIDENCE.

Indicators are designed to reflect the performance indicators from the state standards.

It should be noted that the indicators in the scoring guide are meant to serve as a guide to rating evidence.

Because the focus areas (Perform, Create, Respond, Connect) contain "Checks for Understanding" and "Student Performance Indicators" from a combination of state standards, it is not necessary that each evidence collection meet all indicators within each performance level. If you do not have a copy of the scoring guide, you may contact davisonpd@mcsk12.net.

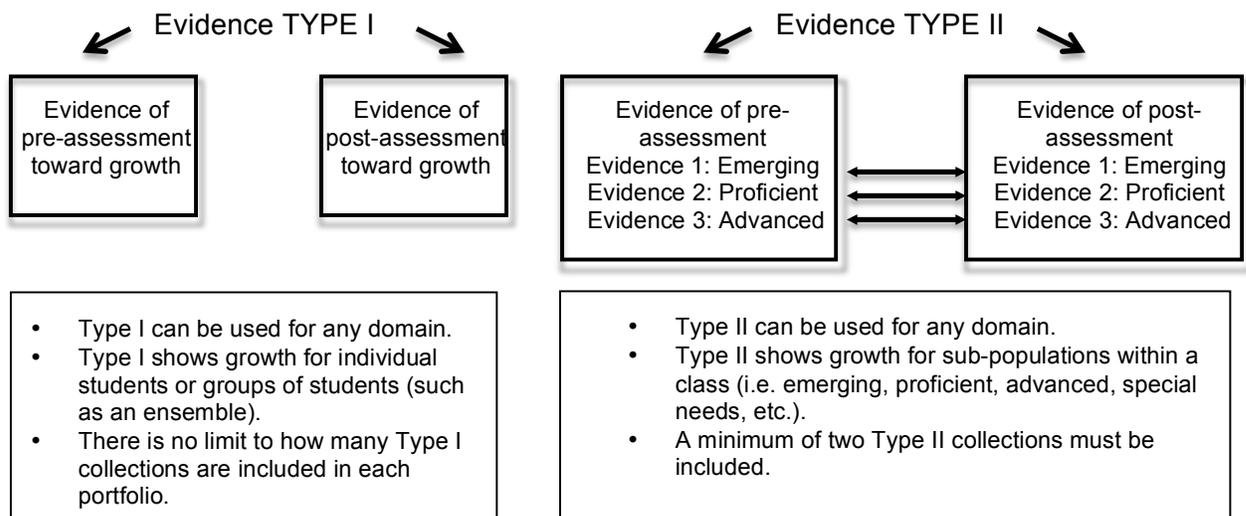
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While the domains of Perform, Create, Respond, and Connect capture what students need to know and be able to do in the arts, the current state standards may contain overlap among the domains (create evidence may also contain elements of perform, etc.). If you feel like you have standards-based evidence that does not align perfectly within the domains as listed, you may still include the evidence and provide an explanation by which peer evaluators can make informed decisions.

PURPOSEFUL SAMPLING

Evidence Collections should be meaningful representations of the classes/students of which you teach. When considering what evidence you will choose to provide the most complete information about your students' growth, consider the following elements of purposeful sampling:

- **Individual/Group** – *Evidence Collections must include individual student growth.* Some Evidence Collections may include group or ensemble growth, but group evidence may not represent the entire portfolio.
- **Reflective of Course Load** - If the teacher is responsible for teaching multiple courses within their license area, artifacts must be included which reflect student growth in these multiple areas. For example, if the teacher is certified in Dance and Theatre and teaches courses in both areas, the teacher would include student growth samples from both areas.
- **Demonstrate Growth for Multiple Populations** - An effective Portfolio of Student Growth in the Arts will contain evidence that reflect student growth for student populations of various performance and learning levels. It is unacceptable to submit student growth samples that represent learning from only one group of students. An effective portfolio will contain evidence from students who are Exceptional Learners (Both Gifted and Students With Disabilities), Emerging Level Students, Proficient Level Students, Advanced Level Students, and other populations served by the teacher. It is helpful to denote some of this information in the “brief explanation” section of the Evidence Collection Submission Form. **For at least two of the five total Evidence Collections, growth evidence should be provided representative of multiple levels (emerging, proficient, advanced, etc.).** See the illustration below for examples of Type I and Type II Evidence.



SCORING

Guides were constructed to compare the quality of the evidence with Tennessee Student Performance Indicators and Checks for Understanding in the State Standards. Rather than creating separate guides for each standard within each arts discipline, the State Standards have been grouped in four categories: **Perform, Create, Respond, and Connect**. The portfolios must include standard-based growth evidence or the reviewer will reject the portfolio. Minimum guidelines for achieving a standards-based portfolio are representation from at least three of the four domains by the end of the teacher's presentation of student growth evidence.

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A teacher's comprehensive portfolio score will be weighted proportionately to the number of Evidence Collections submitted by said teacher per domain. For example, if a teacher submits two collections for the 'Perform' domain, two collections for the 'Create' domain, and one collection for the 'Respond' domain, the portfolio would be scored as follows: 2/5 (40%) for Perform; 2/5 (40%) for Create, and 1/5 (20%) for Respond. Thus, *the teacher is choosing the weighting of the comprehensive portfolio score with their choice of submitted evidence.*

Teachers will complete an Artifact Identification Form for each artifact. Teachers will provide a brief explanation justifying the artifact's inclusion for demonstrating student growth. Upon submission of the portfolio, teachers score each collection on a scale of 1 (Significantly Below Standards) to 5 (Significantly Above Standards). While the teacher rating will not be used as part of the overall score of the portfolio, it will be used to compare the teacher's perceptions against the ratings of the peer review committee. In cases where the peer reviewer ratings average plus or minus more than one full point away from the teacher's ratings, the portfolio will be sent to an additional blind peer reviewer for a second review. In cases where there are still discrepancies, the State Fine Arts Growth Measures Committee will also score the portfolio.

In order to facilitate an impartial peer review process, teachers should make reasonable effort to remove references that would identify the teacher or school under review. If it is impossible to remove references in order to display the evidence, it is left up to the discretion of the teacher whether or not to include it. Keep in mind peer review members are trained to disregard school or teacher references when reviewing portfolios.

FREQUENTLY ASKED QUESTIONS

What is a Portfolio of Student Growth?

This is a collection of student produced work samples that demonstrate and document student growth in the arts. These samples may include student performances, visual artwork, written assessments, individual and group assessments, and/or project-based student work. The artifacts will be individually self-assessed by the submitting teacher and holistically reviewed by a content specific blind peer review committee. In cases where the teacher's overall self-score has more than one point difference from the peer review overall score, an additional peer review will be conducted and the average of peer review scores is the final score. If you would like to present evidence as a collection of work by a single student, you may do so as long as you "build your case" for purposeful sampling with additional evidence.

Must the Evidence Collections contain pre-assessments?

Yes. Three of the four domains (Perform, Create, Respond, and Connect) will need to contain evidence from two points in time, demonstrating student learning across each domain. The pre-post evidence should reflect learning from the domain, yet there is no requirement that the assessment be the exact same. For example, a performance or sculpture at the beginning of the year would be compared to a different performance or sculpture at the end of the year, focusing on skill and knowledge development.

I am having trouble with my artifacts. Where can I go for help?

You may contact davisonpd@mcsk12.net, any content supervisor, PLC leader, or team leader for assistance.

The teaching situation at my current school is very difficult. Is it fair to be held accountable to state standards when my teaching situation is not conducive to learning?

Even in challenging teaching situations, it is important to demonstrate that students are experiencing growth towards state standards. There is a cover questionnaire with space available for you to provide the peer review committee with pertinent information that will give your portfolio context. The scoring guide assumes an adequate teaching environment and considerations are made when the cover questionnaire indicates a need. (*A satisfactory teaching environment is one that meets the desirable minimum standards for curriculum, scheduling, staffing, equipment, materials, and facility as outlined in the Opportunity-to-Learn Standards that support the National Standards for Arts Education.*)

What is the difference between Type I and II Evidence?

Type I Evidence Collections represent individual or group growth without defining population sub-groups. Type II Evidence Collections represent student growth in population sub-groups determined by the teacher. Population sub-groups can include many types of students. Words like Emerging, Proficient, Advanced, Special Needs, Gifted could embody various definitions are not necessarily linked to academic achievement. When considering purposeful sampling, it is important that you show how ALL of your students have grown, not just the high or low achievers.

*End of Teacher's Guide. The following pages are for manual submitting purposes only.

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The Pilot for Fine Arts Student Growth Measures as part of the Tennessee Race to the Top Process was funded in part by Memphis City Schools and has been developed in partnership with:

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- Carrie Paulo, Theatre, Shelby County, Arlington High School
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The Tennessee Arts Academy 2012 Assessment Component (31 TN School Districts Represented)

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Advisors: Dr. Tim Brophy (University of Florida), Dr. Cathy Wilson, John Avis, and Jennifer Gonzales (Memphis College of Art)

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Portfolio Cover Questionnaire

Submit only ONE cover sheet with portfolio

PLEASE CIRCLE YOUR ARTS AREA(s):

Dance Theatre Music Visual Art

Grade(s) Taught – check all that apply:

Elementary	PK	K	1	2	3	4	5	6
Middle	Specify course(s):							
High	Specify course(s):							
Frequency	Specify: (i.e. 180 days instruction)							
Duration	Specify: (i.e. 55 minute classes)							
Total number of students served								

Please list any pertinent comments to describe your situation:

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Teacher Electronic Signature Code: _____
Date: _____
LEA Designee: _____
Electronic Signature Code: _____
Title: _____
Date: _____

Signature Page

I hereby acknowledge that this artifact is a direct result of my efforts as the classroom teacher of record for the student(s) represented.

Name:
Electronic Signature Code:
Date:
School(s):
LEA Administrative Designee:
Name:
Electronic Signature Code:
Title:

District Administrative Designee Name and Signature

(Designee agrees that the information on this sheet reflects the course load and teaching situation)

By signing, the teacher acknowledges that falsifying student growth evidence in the arts is comparable to manipulating student TCAP data and are held to the highest standard of professional responsibility.

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Evidence Collection/Domain Identification form

I declare the following evidence for the Domain(s) of Perform, Create, Respond, or Connect. (Circle all that apply).

Evidence Collection # ____:

Describe the evidence:

Provide a brief explanation of how this artifact represents student growth for a representative sampling of students:

Evidence Collection # ____:

Describe the evidence:

Provide a brief explanation of how this artifact represents student growth for a representative sampling of students:

Evidence Collection # ____:

Describe the evidence:

Provide a brief explanation of how this artifact represents student growth for a representative sampling of students:

(Duplicate this section as needed for the amount of evidence needed)

I hereby acknowledge that this portfolio is a direct result of my efforts as the classroom teacher of record for the student(s) represented.

Initials/Code Date

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Fine Arts Domain Teacher Self-Score Sheet (Teacher is to complete artifact ID#s prior to submission.)

Notes:

Domain: Perform	ID #	ID#	ID #	ID#
Teacher Self-Rating				

Notes:

Domain: Create	ID #	ID#	ID #	ID#
Teacher Self-Rating				

Notes:

Domain: Respond	ID #	ID#	ID #	ID#
Teacher Self-Rating				

Notes:

Domain: Connect	ID #	ID#	ID #	ID#
Teacher Self-Rating				

Teacher PIN: _____ Date: _____

***Scoring Process:** The teacher is responsible for selecting which evidence he/she is to be scored for each domain. **REMEMBER EACH TEACHER MUST SUBMIT ARTIFACTS FOR THREE OF THE FOUR DOMAINS.** If three of the four domains are not represented in the teacher's comprehensive portfolio, the portfolio is rejected.

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Fine Arts Domain Reviewer Score Sheet

(FOR PEER REVIEW USE ONLY-Teacher is to complete artifact ID#s prior to submission to reviewer.)

Notes:

Domain: Perform	ID #	ID#	ID #	ID#
Peer Reviewer #1 Rating				
Peer Reviewer #2 Rating				

Notes:

Domain: Create	ID #	ID#	ID #	ID#
Peer Reviewer #1 Rating				
Peer Reviewer #2 Rating				

Notes:

Domain: Respond	ID #	ID#	ID #	ID#
Peer Reviewer #1 Rating				
Peer Reviewer #2 Rating				

Notes:

Domain: Connect	ID #	ID#	ID #	ID#
Peer Reviewer #1 Rating				
Peer Reviewer #2 Rating				

Raw Score (Average Score from Samples Above)

	Perform	Create	Respond	Connect
Peer Reviewer #1				
Peer Reviewer #2				

Reviewer #1 Overall Score: _____

Is there a discrepancy of more than 1 point between the Teacher's overall score and Reviewer #1's overall score?

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Yes _____ No _____ (If yes, portfolio must be additionally scored by Reviewer #2 and averaged)
(If no, record Reviewer #1 overall score as final score)

Reviewer #2 Weighted Score: _____ Average Reviewer Weighted Score: _____

Final Score: _____

Teacher PIN: _____ Date: _____

As a trained peer review committee member, I agree that this portfolio contains artifacts that meet the requirements for purposeful sampling.

Peer Reviewer # 1 I Agree _____ I Disagree _____ Signature _____

Peer Reviewer # 2 I Agree _____ I Disagree _____ Signature _____

As a trained peer review committee member, I agree that this portfolio contains artifacts that meet the requirements for standards-based instruction.

Peer Reviewer # 1 I Agree _____ I Disagree _____ Signature _____

Peer Reviewer # 2 I Agree _____ I Disagree _____ Signature _____