

TN Fine Arts Student Growth Measures System

Teacher's Guide 2013-2014

Teacher's Guide

The Fine Arts Student Growth Measure System is designed to provide Fine Arts teachers with an authentic, individualized, and student-centered evaluation that contributes to professional learning and development. At its core, this system uses a peer review process to evaluate the growth evidence in representative student work samples.

Teachers will collect, self-score, and submit evidence collections in a portfolio using a purposeful sampling process.

These collections will be scored using a blind peer review process. The reviewers (trained, exemplary, content-specific teachers) will conduct reviews of the student evidence collections to measure growth towards state standards. They will use the scoring guide to determine a growth score for each evidence collection. As this portfolio is grounded in state and national standards, it supports and enhances teachers' ability to deliver standards-based instruction.

Step 1- Create an online portfolio profile in GLADiS that describes your teaching load and context.

Step 2- As part of your normal planning and reflection, outline a variety of targeted learning objectives that you plan to use throughout the school year. Align these objectives with the purposeful sampling worksheet to make sure your completed portfolio meets the minimum requirements, but also to avoid unnecessary work above actual requirements of the process.

Step 3- Upload growth evidence in the online system as you collect the evidence.

Step 4- Self-score your collections using the TN Growth Measures System Scoring Guide and close your portfolio for review. This self-score becomes a benchmark score that will later determine how many reviewers will rate your evidence.

Additional Explanation

Step 1. Contextual Information in your Profile- Within GLADiS, teachers will complete an initial questionnaire about their teaching assignment that will provide their evaluators with proper context. In this section, teachers can inform the reviewer about their course load and any other information that the reviewer should consider to ensure a fair and equitable process. Teachers should avoid disclosing their name or the name of their school(s). A district administrator must approve this information before teachers can upload evidence.

Step 2. Purposeful Sampling- Teachers should review the guidelines for purposeful sampling, as this system will not include evidence for every student/grade/class taught. The completed portfolio will need to include evidence from a *representative sampling of students* as determined by criteria below. The portfolio must:

- Contain 5 total evidence collections (each of which must contain achievement evidence from at least 2 points in time). Evidence should capture assessment of student achievement rather than teacher instructional delivery.
- Contain standards-based collections with targeted learning objectives that fall under domains of Perform, Create, Respond, and Connect (at least 3 out of 4 by the end of the process). It is possible that individual collections will reflect multiple domains, but this should be approached thoughtfully.
- Be proportionally representative of the teacher's course load.
- Contain evidence from varying time spans, leaning towards longer time spans within the year. (Not beginning of lesson and end of lesson)
- Demonstrate evidence of the teacher's impact on the learning of children from varying populations. At least 2 of 5 collections must contain evidence of differentiation as per *Type II guidelines (see below). Some collections may include group or ensemble growth, but group evidence may not represent the entire portfolio.

Step 3. Upload Files - Refer to the technology guidelines to learn best practices and avoid spending time on technology concerns. Generally, reviewers report success with .pdf documents, .ppt files with embedded images (but not embedded videos!), audio recordings (2-3 minutes per file), and videos (2-3 minutes per file). Please upload your files throughout the year and avoid waiting until deadlines as the server will slow down or crash if overloaded with multiple large file uploads.

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Step 4. Self-Rate Collections and Close Portfolio- Measuring student growth is a complex process. Student growth is measured by examining evidence from two points in time (beginning to end of a year, semester, unit, etc). Each one of those pieces of evidence is rated on the basis of *achievement* and then the two scores are compared to determine *growth*. In this way, it is possible to move from measuring student achievement to measuring student growth.

The Scoring Guide Framework has four domains: Perform, Create, Respond, and Connect. These domains were designed to reflect the TDOE Fine Arts Standards. The table below outlines the organization of the subject area standards. Please see the complete scoring guide for more information. It should be noted that the indicators in the scoring guide (located on the TDOE website) are meant to serve as a guide, rather than a formula, for rating evidence. It is not necessary or expected that each evidence collection meet all indicators within each performance level. Always consult the scoring guide for clarity on which domain your lessons are targeting to avoid submitting evidence that is self scored in the incorrect domains.

	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

Putting it all together

This shows *an example* of how you can approach purposeful sampling with specific examples for an elementary music teacher who teaches K-5. Use this to help provide guidance in completing your own planning guide on the following page. Start with filling in the top portion (the actual lesson objectives) and then make sure the sampling requirements have been met.

<i>Purposeful Sampling Requirements</i>	Evidence Collection 1	Evidence Collection 2	Evidence Collection 3	Evidence Collection 4	Evidence Collection 5
<i>Evidence from Multiple Populations (at least 2 that are "Type II") and Group vs Individual.</i>	Large Ensemble	Individual Student (several points throughout the year)	An authentic performance Task with pre post from Emerging, Proficient, and Advanced Student Readiness Levels	An authentic performance Task with pre post from Emerging, Proficient, and Advanced Student Readiness Levels	Large Group
<i>Domains (3 of 4)</i>	Perform	Respond	Perform	Perform, Connect	Perform
<i>Pre/Post or Post/Post</i>	Pre Post	pre post	Pre Post	Pre Pre	Post Post
<i>Course Load Represented</i>	5 th grade Recorder Ensemble	Exceptional Learner, Grade 5	Kindergarten, students from one class	4 th grade, students from one class	2 nd grade, one full class
<i>An Array of Learning Spans (full year, within the semester, within unit, etc)</i>	Span of 2 weeks (or 9 instructional sessions as this class meets daily)	Beginning of the first semester until February	Beginning of the first semester until February	Span of 3 months (or 11 instructional sessions)	Span of 6 weeks (or 6 instructional sessions)

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FREQUENTLY ASKED QUESTIONS

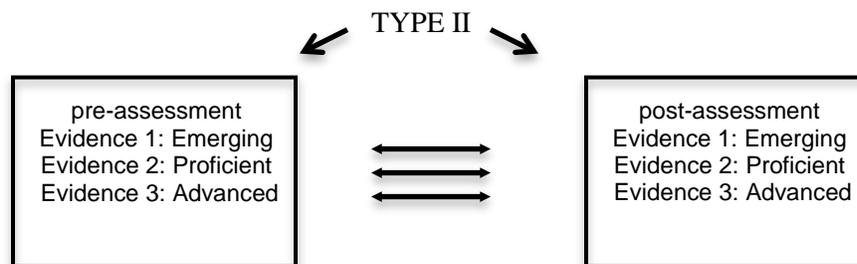
What is an evidence collection?

An evidence collection *is a group of student work samples that demonstrate growth*. Evidence may include student work products, audio and visual recordings, adjudicated festival performance assessment reports, end of year course examinations, or other measures. It is *imperative* that each evidence collection have work samples from two points in time.

What happens in the event that the score assigned by the peer reviewer is more than one point different than the teacher's self-score? An additional evaluator will review the collection and the score will become an average of the two reviewers provided the independent reviews are within one point of agreement. If the difference between the 2 peer evaluator's scores is larger than one point, a third review (state committee member) will provide conciliation.

What is a Type II Collection?

Simply put, a Type II collection is evidence of differentiation, or demonstrating growth for multiple populations - 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. To achieve this, we ask that for at least two of your collections, you self-identify students of various learning levels and document how they have grown in the same skills/performance tasks. Some teachers, especially visual art teachers, find this to be the simplest way to document all collections. (**emerging, proficient, advanced, etc.**). 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 that 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. See the illustration below for an example Type II Evidence. In this example, there would be at least 6 total files (a pre and post from three students).



What happens if I do not meet the requirements of sampling?

Evidence will still be scored but penalties will be assigned for each aspect of sampling that is not met.

Is the scoring process really blind review?

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.

What are considerations for recording student work?

Every teacher should consult the LEA policies for capturing media of student work. Additionally, teachers should review the fair use policies for copyright when determining if any media should be captured for your portfolio (<http://www.copyright.gov/fls/fl102.html>). It is important to remember that GLADiS is a password-protected system for student data.

Must the Evidence Collections contain pre-assessments?

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Yes. However, 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 of the targeted objective(s). If the assessment is the same, you might consider this a pre-post. If you are comparing achievement on a particular objective(s) but using different but similar performance tasks, you might consider this a post-post. The system allows for tremendous flexibility in how you choose your two points in time. However, without two points in time, your evidence collection will receive a 1.

How does this system ensure that all collections are submitted with integrity?

This process empowers teachers to make decisions regarding assessment, documentation, and professionalism. In order to ensure the process has fidelity, district administrators have several verification steps along the way. Additionally, there are random audits in place whereby the submitted evidence are checked for authenticity. Peer reviewers also have the capability to flag collections for audit if they question the integrity of the student work that is submitted. Additionally, please note that teachers verify upon clicking '**final submit**' that, under penalty of discipline, the work contained within the portfolio is an honest representation of their teaching. Any educators who are found to have included false or dishonest evidence in their portfolios will be subject to significant disciplinary action.

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 space available for you to provide the peer reviewers with pertinent information that will give your portfolio context. The scoring guide assumes an adequate teaching environment and considerations are made when the profile 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.)

Can the portfolio include year-to-year growth or samples of work after school hours?

Through a portfolio, it is more difficult to validate data that spans from one school year to the next. This system encourages within-year documentation. If you have year-to-year data to include, it can only represent one of the five collections and must meet a higher standard of verification. You would need to take extra steps to verify the students are the exact same students and the targeted objectives need to be specific and documented in the collection. Likewise, any sample of student work that is not within the traditional school day must be approached carefully. Contact your administrator for guidance on the best ways to do this for one of your collections if necessary.

Where can I find technology training?

The GLADiS website includes step-by-step training videos on how to apply for a portfolio, how to upload and use the file systems, as well as how to self-score and close out your portfolio. These videos discuss all the different file formats that GLADiS supports including: Word documents, PowerPoints, PDFs, MP3s as well as many video formats. Note that any video or audio clips that are *embedded* in PowerPoints will not open, as they are only links to files on your computer. You will need to upload video clips separately. GLADiS does have a 100MB upload maximum per piece of evidence. Consequently, we recommend that you not upload video clips longer than 2-3 minutes. Audio clips can be somewhat longer if necessary. Although the system is capable of handling longer clips, it may take a significant time to upload. Additionally, we've found that most long clips have some 'filler;' the reviewing process is most efficient when clips are targeted to clearly demonstrate growth. Your training material package has a complete guide technology tips.

Can I take the school's TVAAS score instead of my portfolio score?

The state does not allow teachers to choose between their school score and their individual portfolio score. This is aligned with the protocols for other 'tested' teachers, who cannot choose between individual and school level TVAAS. While we are sympathetic to the desire of teachers to choose the higher score, allowing teachers do so undermines the rigor of the process.