



# MICHIGAN ARTS EDUCATION INSTRUCTION AND ASSESSMENT **2018 AEP ANNUAL CONVENING**

A conversation focused on  
Teacher-Student Voice and Equity in Arts  
Assessment



# **Student and Teacher Voice:**

Using Michigan Arts Education Instruction and  
Assessment (MAEIA) Resources  
for Student Achievement, Equity of Access, and Educator  
Effectiveness

## AGENDA

- Introductions
- What are the MAEIA resources?
- How do MAEIA resources support teacher and student choice, voice and equity in arts assessment
- Case Studies:
  - Equity in Art Scholarships
  - Teacher Interviews

# Introductions



**Ana Luisa Cardona**  
Arts Education Consultant  
MAEIA



**Barb Whitney**  
Executive Director  
Lansing Art Gallery & Education  
Center

# Introductions

Voices in the room:

- Arts Teacher
- K-12 Administrator
- Teaching Artist
- Higher Education
- Community Arts Organization
- National Arts Organization
- Additional




# Welcome to MAEIA . . .

We are the Michigan Arts Education Instruction and Assessment (MAEIA) project.

We're changing the landscape of arts assessment for students, educators, and programs.

## MAEIA Resources

-  Arts Blueprint & Program Review Tool
-  360 arts assessments in dance, music, theatre, and visual art & a community of like-minded professionals
-  Professional Learning for educator effectiveness





# maeia-artsednetwork.org



Michigan Arts Education  
Instruction & Assessment  
*Advancing Creativity in Education*



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Join the MAEIA Community to learn, grow,  
connect, and contribute to an ongoing  
conversation about quality K-12 arts  
education!

DANCE • MUSIC • THEATRE • VISUAL ARTS

[Browse Assessment Catalog](#)

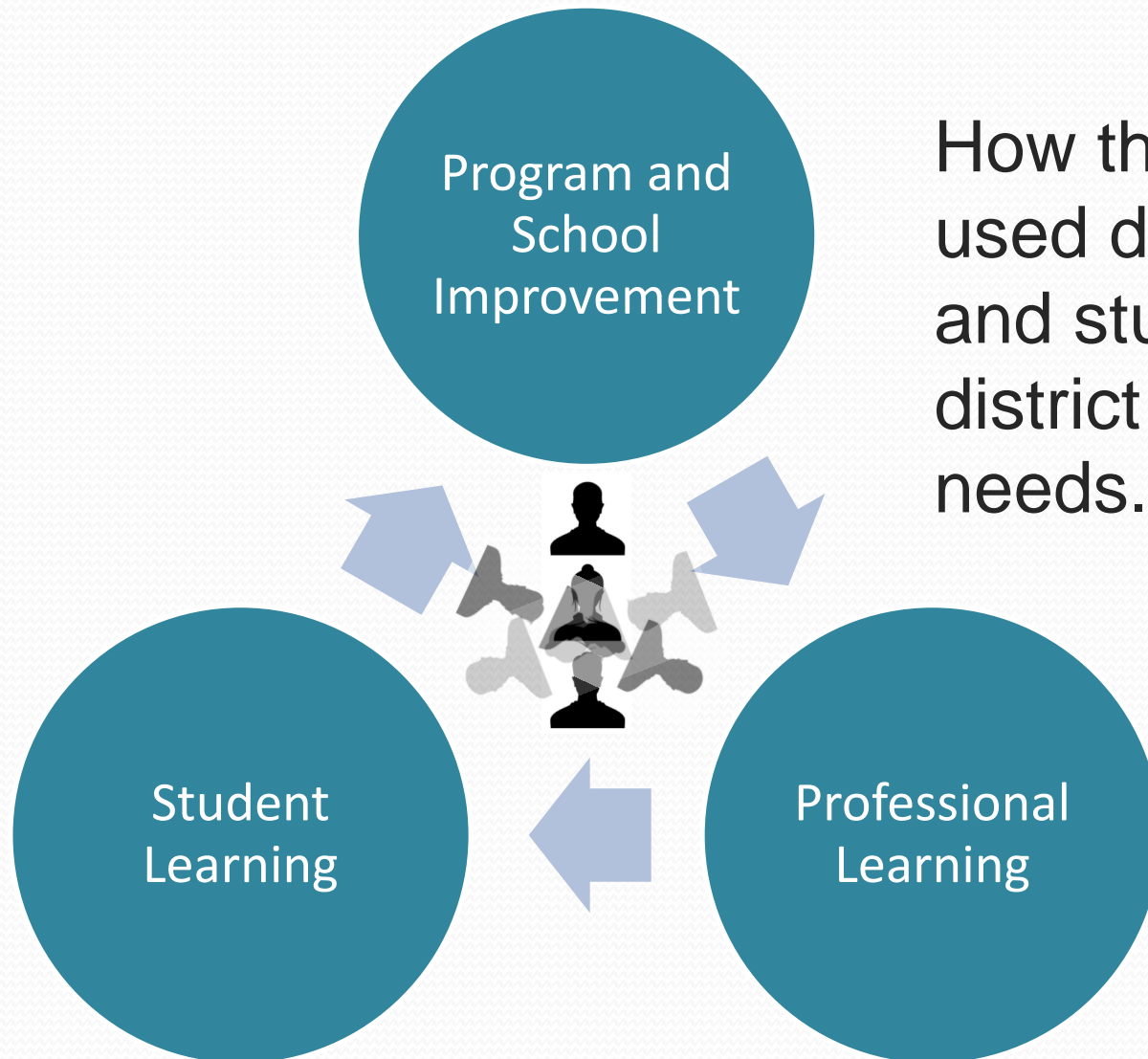
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“The MAEIA project has changed me as a teacher by giving me new colleagues to work with and a better way for me to evaluate my teaching practices.”



“I definitely see students doing more self-reflection. They now think more about what they’re doing while performing. Students are self-monitoring and making comments such as, ‘I can do better. I’d like to do it again.’”

# MAEIA: advancing creativity in education through the arts



How the resources are used depends on your role and student, school, and district readiness and needs.



# Program and School Improvement



Teachers and Artists



Administrators and boards



Students, parents, community

Michigan Blueprint  
of a Quality Arts  
Education Program

Michigan Blueprint  
Research and  
Recommendations



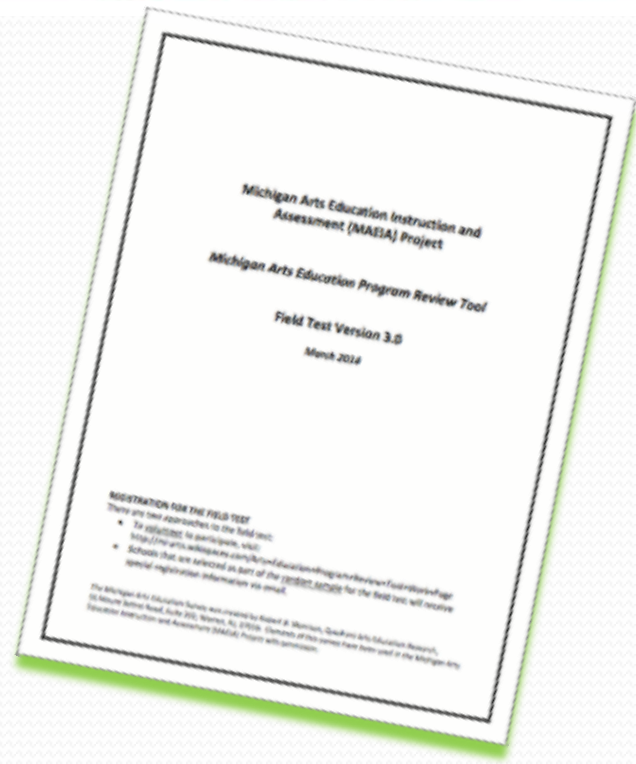
## A.4. Differentiation for Students with Disabilities and Those Who are English Language Learners

Students with disabilities, English Language Learners and those with special needs have equal access with appropriate accommodations in a gold standard program. Students with disabilities who cannot be integrated into regular arts classes with accommodations according to their IEP have access to instructional opportunities in the arts that meet their needs.



# MAEIA Program Review Tool

- Self-study tool districts and schools can use to analyze and reflect on the status of their own arts education program
- Consists of 75 questions for schools
- One or more questions are used to measure each Blueprint indicator.
- Aligns with school improvement plans and can lead to development of multi-year arts education program improvement plans



Results can be used as part of the district or building school and arts program improvement process.

## Program Review Tool (Example)

### A.4. Differentiation for Students with Disabilities and Those Who are English Language Learners

Students with disabilities, English Language Learners and those with special needs have equal access with appropriate accommodations in a gold standard program. Students with disabilities who cannot be integrated into regular arts classes with accommodations according to their needs.

#### A4: Differentiation for Students with Disabilities and English Learners

How is instruction differentiated for Students with Disabilities based on their IEPs and for English Learners? Enter the most applicable code as listed below. Enter one code only for each box. If instruction is not differentiated, enter "NONE."

##### Differentiated instruction

**INC** : Included in regular classroom instruction provided by certified arts educator (with or without support of a resource teacher)

**RES** : Instruction provided in separate classes by special education or English development specialists, not certified arts educators

**NONE** : Differentiated instruction is not provided.

#### Response

	Dance	Music	Theatre	Visual Arts
Students with Disabilities	NONE ▼	NONE ▼	NONE ▼	NONE ▼
English Learners	NONE ▼	NONE ▼	NONE ▼	NONE ▼

**Overview**

A: Student Access 17%

B: Facilities &amp; Resources 0%

C: Policies 0%

D: Connections 0%

E: Professional Learning &amp; Instructional Support 0%

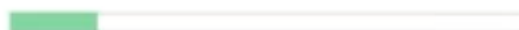
F: Community &amp; Cultural Collaboration 0%

G: Program Planning, Review &amp; Improvement 20%

Bookmarked

Conversations

A: Student Access 17%



B: Facilities &amp; Resources 0%



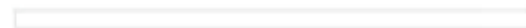
C: Policies 0%



D: Connections 0%



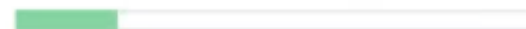
E: Professional Learning &amp; Instructional Support 0%



F: Community &amp; Cultural Collaboration 0%



G: Program Planning, Review &amp; Improvement 20%





# What can the Blueprint and Program Review Tool do for you?



Clarify the moving parts of your program and give you tools to measure/talk about your work.

Help identify strengths and areas of improvement-district, building or program wide.

Give you the data to analyze which students have access to arts education and what arts education they have access to

# Equity

## Research Findings

Benefits of curricular, sequential arts exposure provide: critical thinking skills, academic performance, improved standardized testing, motivation, achievement.

State surveys and national data now reveals:

- Inequitable access
- Narrowing of the curriculum
- Competing priorities

Despite the proven benefits of the arts, student access is inequitable and unjust based on ESSA's inclusion of the arts in the definition of a well-rounded education.

# Arts Education Equity in Schools

## A case study of a rural Michigan district

*“We are a district that is typical of many in our state:*

- Rural Northern Michigan with a high rate of families with low SES
- Resources are modest
- Slow recovery from the 2008 recession
- Students do not have access to diverse cultural experiences, museums, music festivals, etc

*We work diligently to expand horizons and opportunities for our students.*

*Providing students opportunities through our visual and performing arts programs has begun to fill that void.*

*As we begin to provide access to ALL students in the arts, the needs become more evident.”*

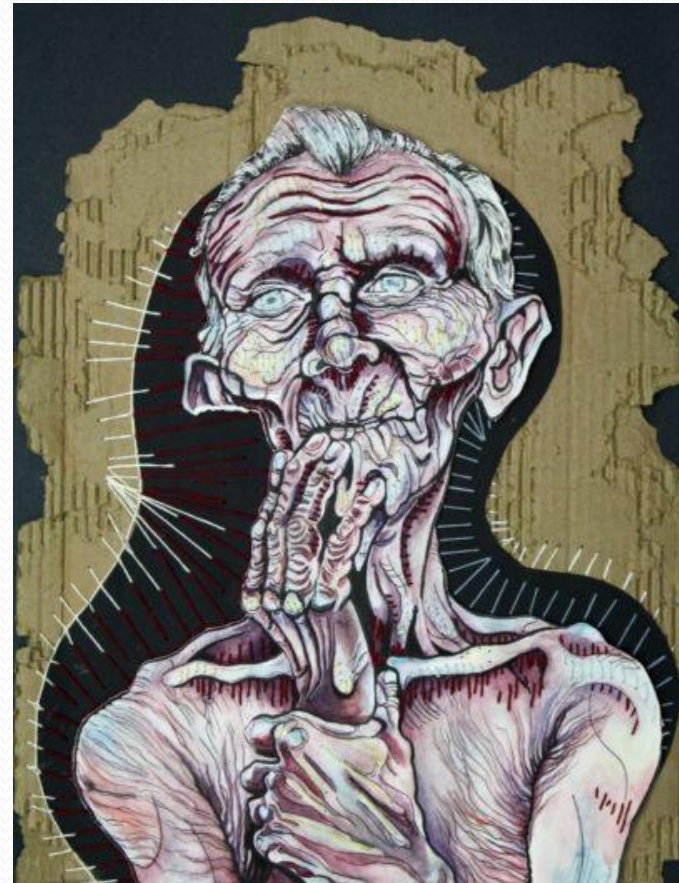


# Arts education equity for out of school partners

## A case study of a high school exhibition and competition

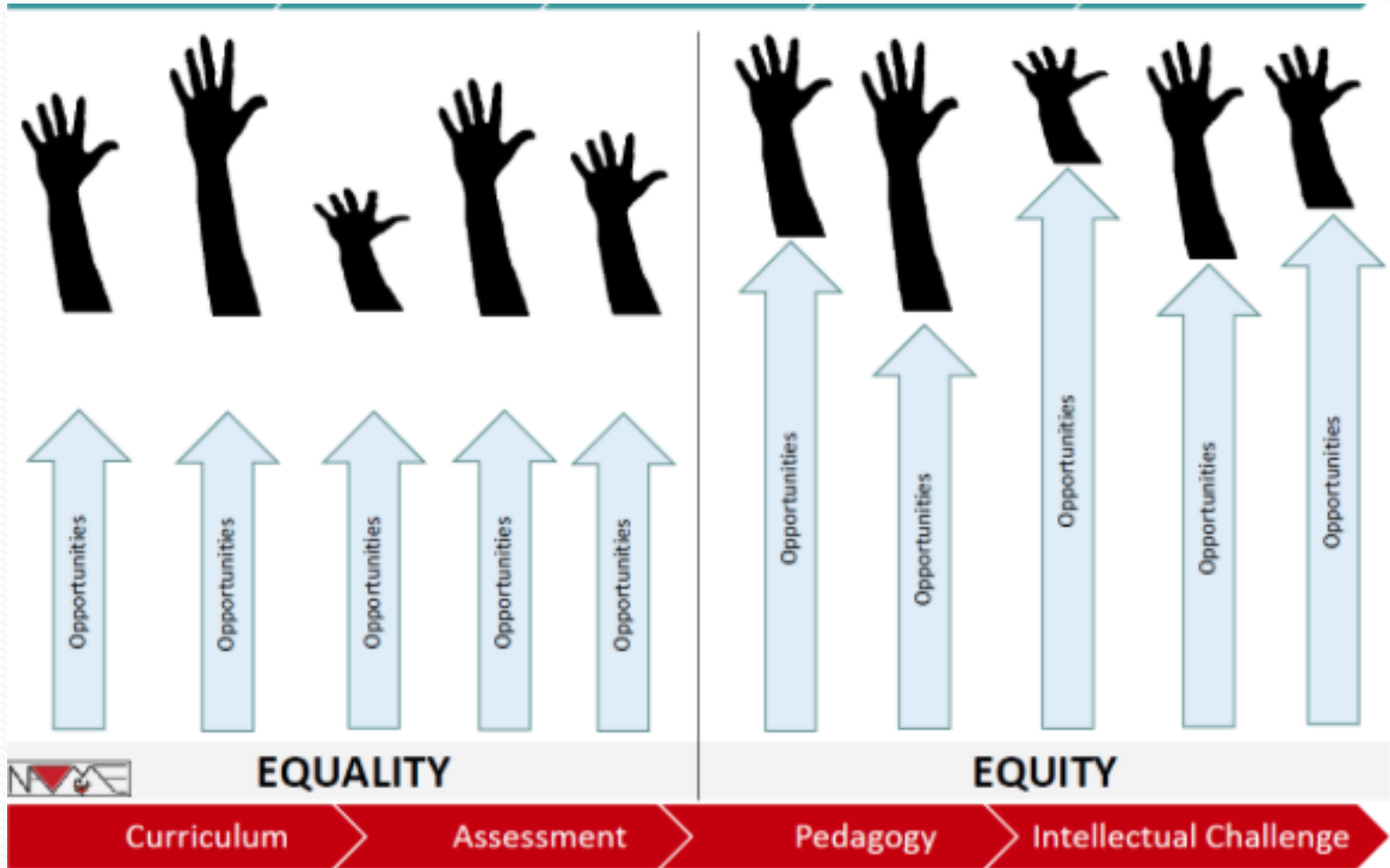
Lansing Art Gallery & Education Center's high school program gives recognition and financial assistance to outstanding art students, encourages artistic growth, and provides young artists an opportunity to participate in a professional gallery setting. For more than 30 years, The Gallery has proudly hosted Art Scholarship Alert and awarded \$109,000 to young artists to help further their creative endeavors.

*Artwork by Carmen Flores, 2018 Sara Jane Venable Scholarship Recipient*





# What do equity and equality in arts education mean?





# Equity

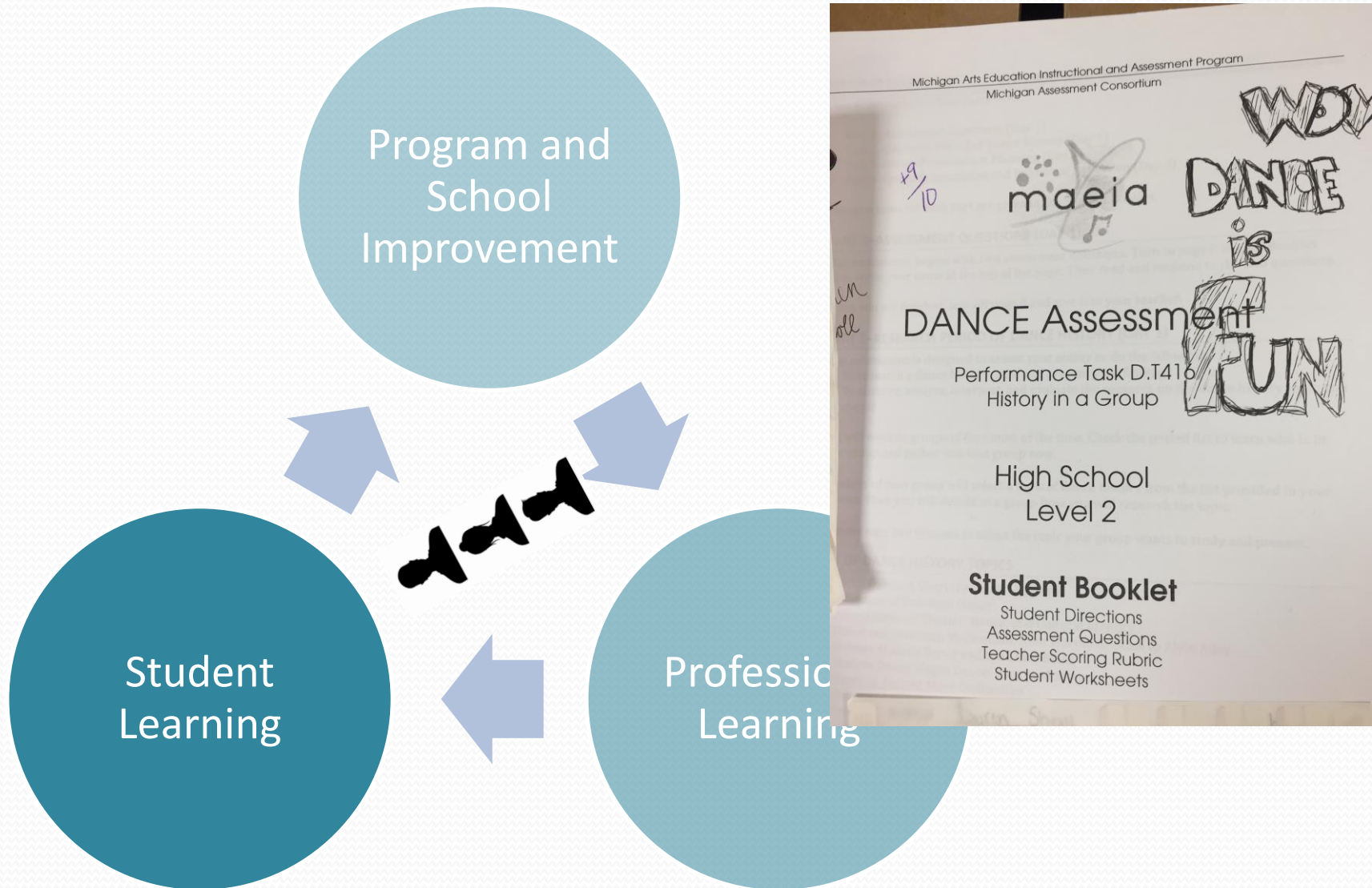
2 minute exercise

Considering the MAEIA resources, what questions does it raise for you about equity. Turn to your neighbor and open a dialogue!

Questions you might consider:

- How has equity of access to arts education been a factor in your life?
- How is equality or equity of access addressed in your work?

# MAEIA: advancing creativity in education through the arts



# Student Learning

## MAEIA's Performance Assessments



Teachers and Artists



Administrators and boards



Students, parents, community

- inform current instruction
- improve student learning and achievement
- demonstrate educator Effectiveness
- improve future instruction and program improvement



- 360 performance assessments in dance, music, theatre and visual arts
- Teacher and student booklets available for free downloading
- Assessments include: Performance events and tasks with relevant constructed response and multiple choice questions

# Catalog page for each discipline



Michigan Arts Education  
Instruction & Assessment  
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Dance

Music

Theatre

Visual Arts

MAEIA's voluntary model assessments help K-12 arts educators authentically assess student learning in all grade levels and content areas in the arts.

DANCE • MUSIC • THEATRE • VISUAL ARTS



# Assessment Catalogues



Michigan Arts Education  
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## Music

### MODEL ASSESSMENTS

Music performance assessments are searchable by grade or grade-span. They are also searchable by MAEIA performance standards, VPAA Guidelines, and NCAS Anchor Standards or Educator Evaluation Method.

[View Standards Information](#)

#### Resources

-  [MAEIA Assessment Administration Manual](#)
-  [Assessment Specifications for Music](#)
-  [My Administration Plan for MAEIA K-12 Arts Assessments](#)

# Browse MAEIA Model Assessments

Scroll down to see the entire catalogue or use the form below to search. You can hover over the standards' codes for each assessment to read the standards. All items have an overview. Some have exemplars attached to the rubrics.

SEARCH

Search by Title or Keyword



GRADE

Any

HIGH SCHOOL LEVEL ⓘ

All Levels

STANDARDS & GUIDELINES

Any

Submit

Showing all results for "Music"

ASSESSMENT TITLE ▾	GRADES ▾	HIGH SCHOOL LEVEL ▾	EDUCATOR EFFECTIVENESS METHOD ▾	MAEIA PERFORMANCE STANDARD ▾	CONTENT STANDARD ▾	VPAA GUIDELINE ▾	NCAS ANCHOR STANDARD ▾	REQUIRES RECORDING ▾	TITLE
M.T101 AB & ABA Form Identification and Composition	2nd	N/A	2	M.EL.R.2	M.IV.2.1	N/A	MU:Cr1 MU:Cr3	✓	Ap
M.T205 Arrange a Familiar Song	4th	N/A	3	M.EL.C.1	M.II.4.4 M.II.4.5	N/A	MU:Cr2 MU:Cr3	✓	Ap

# Overview of a Music Item

M.E411

## Compose a Consequent Phrase

### Compose a Consequent Phrase

Teachers will provide an antecedent musical phrase of four measures in length. Students will then compose a new consequent phrase on demand during a single class period.

This item has not yet been field-tested.

#### Teacher Booklet

 [Download PDF](#)

 [Download Word Doc](#)

#### Student Booklet


 [Download PDF](#)

 [Download Word Doc](#)

 [Leave Feedback for this Assessment](#)

#### Assessment Info

 Event

 Grades 9th, 10th, 11th, 12th

 Level 1, 2, 3

 Approx. 50 min

 Educator Effectiveness Method

#### Standards

 Performance Standard

 Content Standard

 VPAA Guideline

 NCAS Anchor Standard

# Painting a Feeling Using Geometric Shapes and a Color Scheme

[Open Date & Time Preferences...](#)

## TEACHER SCORING RUBRIC—COMPOSITION

DIMENSION	1	2	3	4
<b>Composition</b> Incorporating shape and color with unity to communicate a feeling or an emotion	Student did not attempt to use geometric shapes in the composition to communicate a feeling or an emotion.  N/A at this time.	Student arranged fewer than five geometric shapes in creating a composition to communicate a feeling or an emotion.  <a href="#">View Exemplars</a>	Student arranged five geometric shapes, creating an interesting composition with unity to communicate a feeling or an emotion.  N/A at this time.	Student arranged many geometric shapes, creating an interesting composition with unity to communicate a feeling or an emotion.  <a href="#">View Exemplars</a>
<b>Painting the Composition</b> Incorporating color and value with unity to communicate a feeling or an emotion	Student did not use a color scheme with tints and shades mixed correctly.  N/A at this time.	Student used some colors of the chosen color scheme and one tint and one shade. Tints and shades were not all mixed correctly.  <a href="#">View Exemplars</a>	Student used all colors of the chosen color scheme and two tints and two shades. The colors, tints, and shades have been mixed and applied successfully.  <a href="#">View Exemplars</a> <a href="#">View Exemplars</a>	Student used all colors of the chosen color scheme and at least three tints and three shades. The colors, tints, and shades have been mixed and applied successfully.  <a href="#">View Exemplars</a>

DIMENSION	1	2	3	4
<b>Communication of an Idea</b> Explains the feeling being communicated, as well as choices of geometric shapes and colors that were used	Student did not describe a feeling and did not give examples to help support his or her artwork.  N/A at this time.	Student described the feeling and gave one example to support how they thought his or her choices of geometric shapes and colors helped him or her be successful.  <a href="#">View Exemplars</a>	Student described the feeling and gave two examples to support how he or she thought his or her choices of geometric shapes and colors helped him or her be successful.  <a href="#">View Exemplars</a>	Student clearly described the feeling and gave three examples to support how he or she thought his or her choices of geometric shapes and colors helped him or her be successful.  <a href="#">View Exemplars</a>



#### PART 4-REFLECTION

Explain and give examples of what feeling you were communicating and how you thought your choices of geometric shapes and colors helped you be successful.

The feeling I explained in my painting was nervous. I chose the color blue because it reminds me of being sad, and sometimes I'm nervous because I'm sad. I used hexagons, octagons, squares, and circles because it's a lot of shapes and some have a lot of sides and when I'm nervous I think about many things at once.



# What is student voice?

"Student Voice" describes students giving their voice to what happens within the school and classroom. We want to encourage students to know that their experiences, opinions and ideas are valued in all aspects of school life.

Student Voice can feature in all aspects of our class work, from students participating in small group classroom conversations to students joining in curriculum design or developing school policy.

# What is teacher choice and voice?

**Teacher voice** describes when teachers express their values, opinions, beliefs, perspectives, expertise, and cultural backgrounds.

**Teacher choice** is acted on when teachers have input regarding what and how they learn, coupled with individualized opportunities to demonstrate their understanding—beginning the empowering transfer of control of learning to the rightful owner.

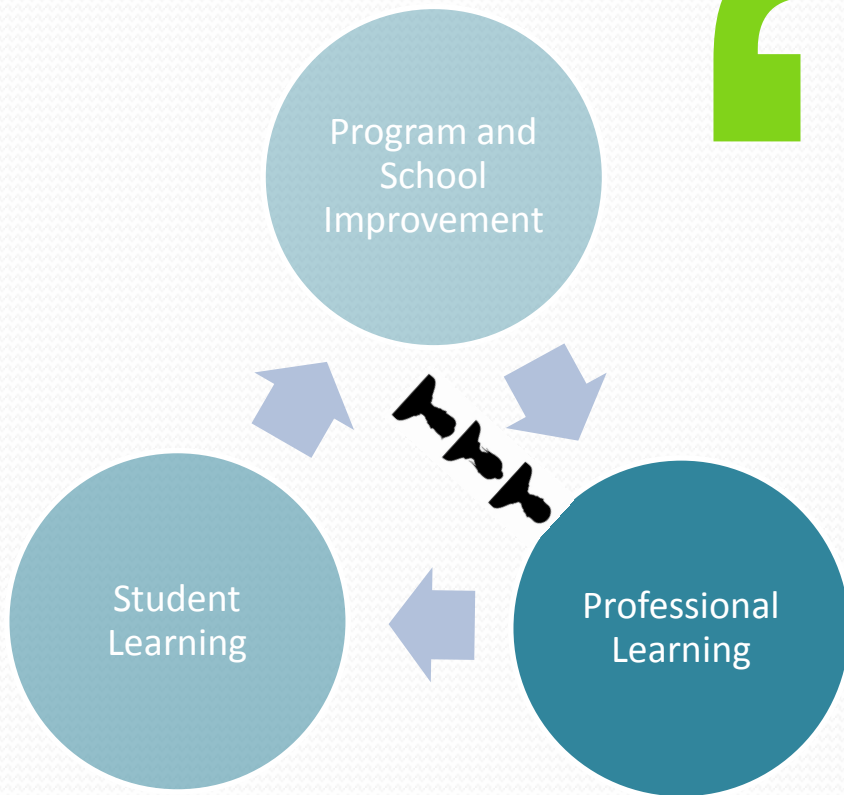
# MAEIA: advancing creativity in education through the arts

In addition to the benefits of fellowship through MAEIA, this teacher recognized the importance of compensation for her time and expertise as critical components of her feelings of value as a participant for the project



I was able to work on the MAEIA team, and feel like I could contribute at the state level.”

“MAEIA really fosters a positive culture in the arts education world, that shows we value each other. There was so much respect, and...I loved being a part of it.”



# Educator Effectiveness

MAEIA offers strategies for using MAEIA assessments in evaluation plans for teachers in dance, music, theatre, and visual arts.





## Using the MAEIA Assessments to Demonstrate Educator Effectiveness

MAEIA Demonstrating Educator Effectiveness tools and resources support teachers and administrators through the process of: 1) planning; 2) measuring student growth with the use of the MAEIA assessments; and 3) presenting and reviewing student growth data and portfolio materials as evidence of student growth and teacher effectiveness. Additional resources support in understanding Michigan's evaluation law.

The MAEIA Demonstrating Educator Effectiveness videos provide guidance on how to successfully use the Evaluation and Observation processes as well as how to prepare administrators for the unique qualities of teaching and learning in arts classrooms.

### Supporting Materials

The following resources support the three methods for demonstrating educator effectiveness identified by MAEIA.



-  [Using the MAEIA Assessments to Demonstrate Educator Effectiveness](#)
-  [MAEIA Assessment Administration Manual](#)
-  [MDE-approved statement for DEE supporting tools](#)
-  [ThinkPoints: Alternative Models for Educator Evaluation](#)

## What does Michigan law allow?

PA 173 of 2015 requires annual evaluation for all teachers and administrators based on demonstrated effectiveness in two areas: Professional Practice and Student Growth. MAEIA's catalogue of 360 performance assessments are aligned to Michigan standards; data that results from using MAEIA's assessments are allowable as a local student growth measure when determining

### Supporting Materials

The following resources relate to educator effectiveness in the state of Michigan.

-  [Michigan's Educator Evaluation Law](#)
-  [THE REVISED SCHOOL CODE](#)

# Demonstrating Educator Effectiveness

## Phase I: Planning to Demonstrate Educator Effectiveness

The MAEIA approach to planning for your academic year includes: selecting assessments that fit the teacher's planned instruction; using them with students to create artistic ideas and works ; analyzing the responses of students; selecting student work samples/exemplars that demonstrate and communicate educator effectiveness; and more.

### TOOLS AND RESOURCES

[My Arts Assessment Administration Plan](#)

[Method 1- Test-Retest within the Same Grade/Same School Year](#)

[Method 2- Test-Retest Across Adjacent Grade Levels/Adjacent School Years](#)

[Method 3- The "New Old-Fashioned" Way](#)

## Phase II: Implementing Plans that Demonstrate Educator Effectiveness

There are three methods for using MAEIA assessments in your data collection to demonstrate teachers' effectiveness. This phase of the process also includes instructions on how to track changes in teaching and learning due to the information gained through the MAEIA Assessments, and more.

### TOOLS AND RESOURCES

[My Arts Assessment Administration Plan](#)

[Using the MAEIA Assessments with Student Learning Objective Educator Effectiveness Plans](#)

## Phase III: Presenting Evidence of Educator Effectiveness

MAEIA continues to develop tools and resources for use in: analyzing the results of the MAEIA assessments; presenting changes in students' performances; and observation supports for administrators specific to arts classrooms.

### TOOLS AND RESOURCES

[Educator Effectiveness in Presentation: Putting All the Pieces Together](#)



# Blogs & Online Sources

## Recent Posts

ARCHIVE

All Months

14 AUG 2018

### Amy Lynne Pobanz: The Perfect Place to Teach and Learn

Heather Vaughan-Southard Leave a Comment agent for change, Amy Lynne Pobanz, Arts Advocacy, arts education, MAEIA, MAEIA Leadership Fellows, MAEIA resources, program review, school improvement

I dream about it. The perfect place to teach and learn. A district that celebrates the arts. I fantasize about amazing arts facilities and resources for my students. I long to feel valued and supported...



Continue Reading

24 JUL 2018

### Cathy DePentu: Developing Whole, Productive, Creative Humans

Cathy DePentu Leave a Comment 21st century skills, arts education, Cathy DePentu, MAEIA Leadership Fellows, Pixar, programmers, STEAM, value of the arts

Simon Sinek's "Golden Circle" resonates with many arts educators. The concept "Start with...



Continue Reading

“I dream about it. The perfect place to teach and learn. A district that celebrates the arts. I fantasize about amazing arts facilities and resources for my students. I long to feel valued and supported...

“The concept “Start with Why?” is how we approach every project, every rehearsal and every performance. Starting with the reason, or goal for the performance is an “art-centric” learning and teaching process. Surprisingly, when I returned to school last fall, my district had shifted their focus to the “Why” from our previous data-driven, test-focused, “show me the numbers” improvement plan. We were directed to look for unique, creative ways to engage our classes—to “Start with Why?” Wow.

# Choice, Voice, and Equity

2 minute exercise

Considering the MAEIA resources, reflect on how they might be applied and what questions does it raise for you about choice, voice, and equity. Turn to your neighbor and open a dialogue!

Questions you might consider:

- How do choice, voice, and equity affect your work?
- How would you like to express your own voice as an arts educator?
- How are student voices being heard?
- Who are the key stakeholders in this arts education conversation?
- How do the concepts of choice, voice, and equity impact them?

# Choice, Voice, and Equity & MAEIA



- Over a thousand educators engaged in developing
- Resources are adaptable to personal needs and strengths
- MAEIA resources support well-rounded experiences for kids in arts classrooms and as part of a comprehensive education
- Supports equity for arts educators within the educator evaluation process
- Help fill the gaps in assessment literacy so the evidence and the exemplars tell a complete story of student learning
- Provides a Professional Learning Community for isolated arts educators
- Supports arts engagement in geographically diverse areas

maeia-artsednetwork.org

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Social Media

# Contact Us

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