

Using
Classroom
Portfolios
To Evaluate



ARTS EDUCATORS



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Using Classroom Portfolios to Evaluate Arts Educators

Expert Presenters:

Dru Davison, fine arts adviser, Shelby County school district, Tenn.; consultant, Tennessee Department of Education and U.S. Department of Education

Marcy Singer-Gabella, education professor and associate chairwoman of teacher education, Vanderbilt University's Peabody College

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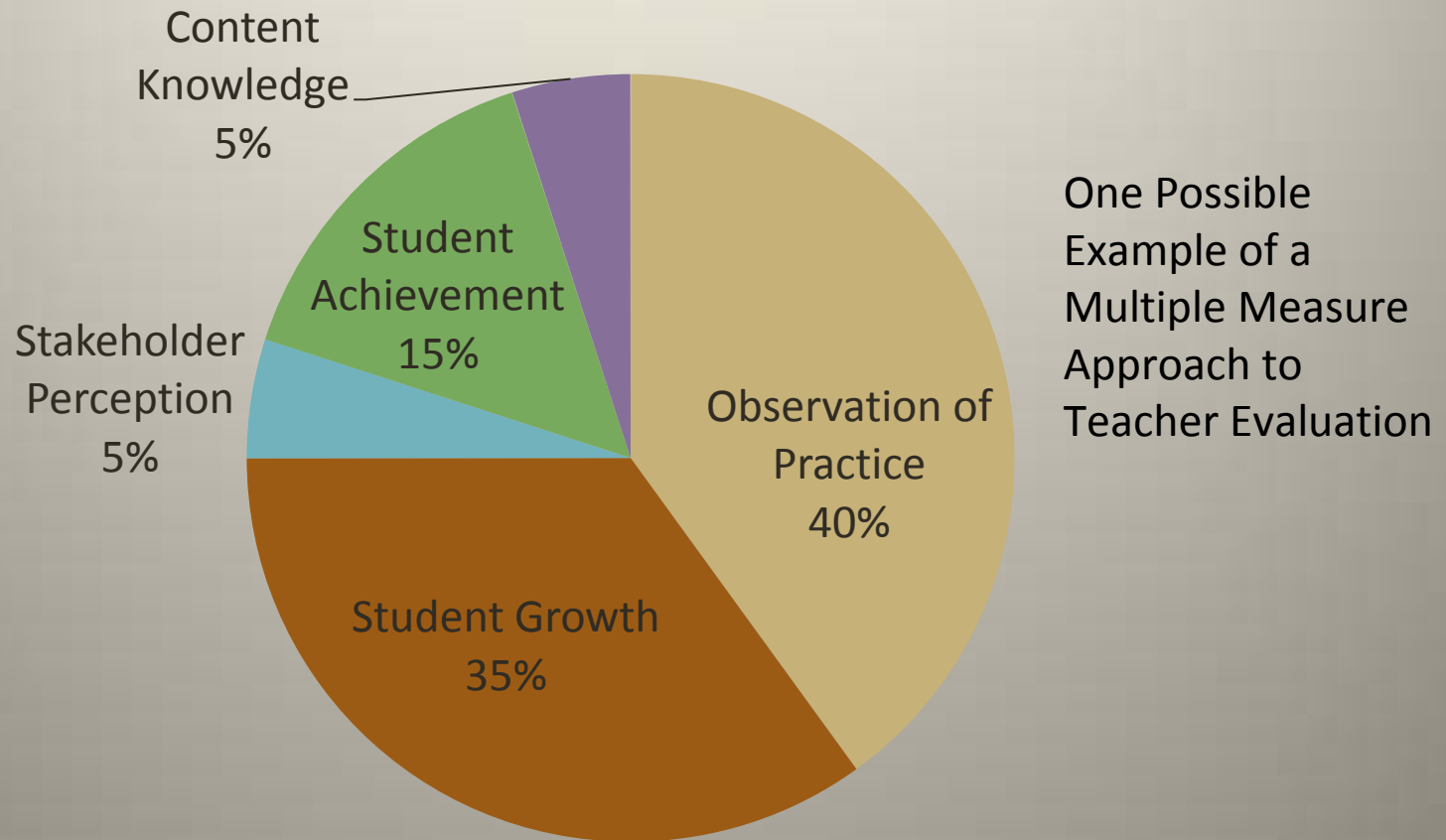
Using Classroom Portfolios to Evaluate Arts Educators

An Alternate Growth Measures System

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Consultant, TN Dept. Of Education

What Prompted our Journey?



Options For Non-Tested Subjects?

- A. Measures of Collective Performance (TN)
- B. Student Learning Objectives Systems
- C. The Development/Adaptations of Other Assessments



How do you provide measurable data while staying true to the holistic process of the arts?

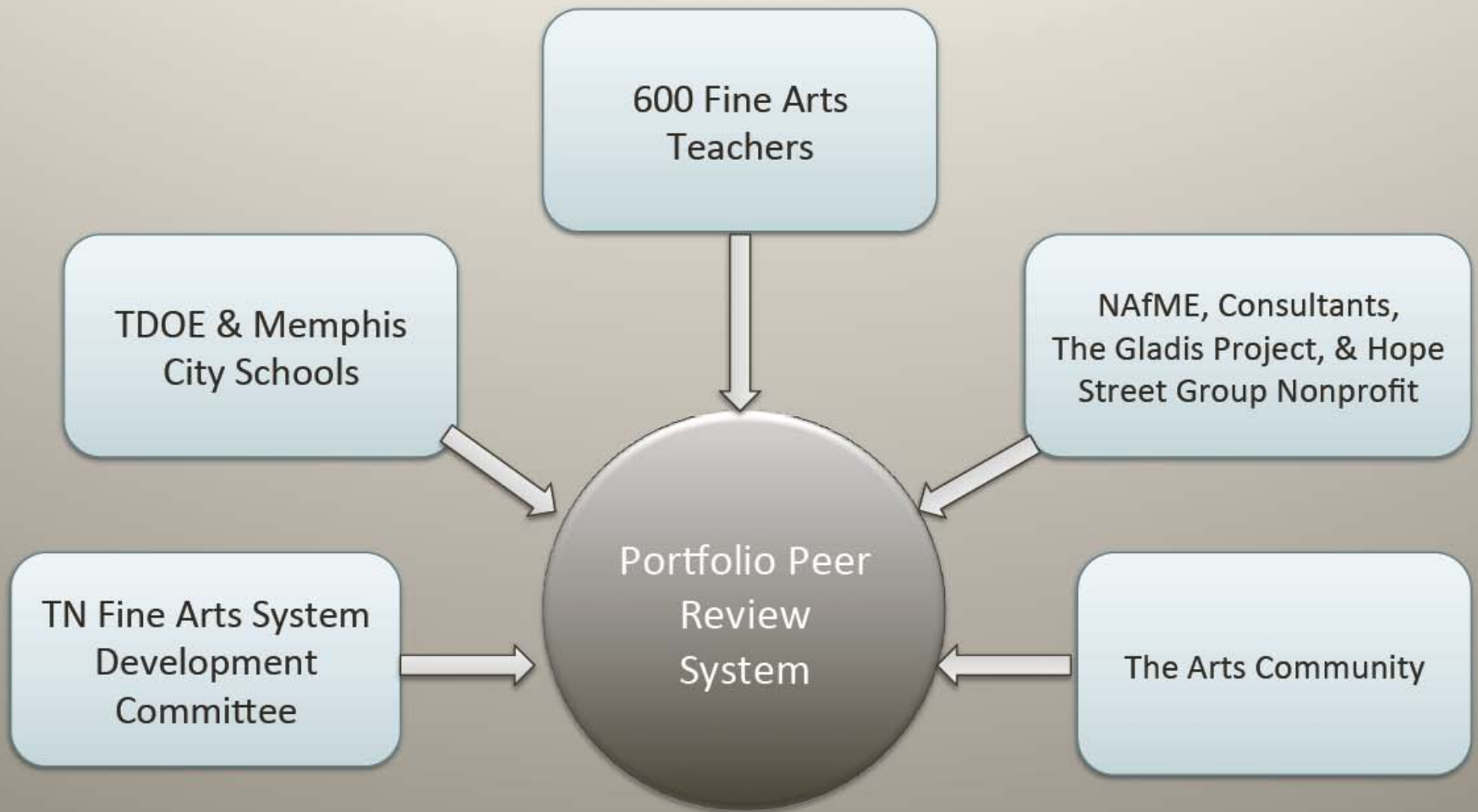
D: None of the Above

Actually... A Hybrid Approach

THE GOAL: A holistic and meaningful picture of the value teachers add to students, using the work that is already happening in classrooms.

OUR SOLUTION: A flexible but rigorous portfolio of student work samples that demonstrate growth across standards-based learning domains.

Stakeholders and Development Timeline



Stakeholders and Development Timeline

Oct 2010- Jan 2011

Fine Arts Committee
Created & Submitted
Recommendations
to the TN Dept. of Ed

Spring 2012

Portfolio Submission and
Peer Review Process,
Data Report to TDOE,
Meetings at USDOE

Fall 2012

TN Board of Ed Approval-
Three Districts Implement
More Meetings w USDOE

Fall 2013

1,500 Users With Individual
Growth Scores for Evaluation,
Feedback Loop Developed

Fall 2011

System is Beta Tested
then Piloted
with 450 Teachers,
Scoring Guides Created

Summer 2012

District Trainings at
TN Arts Academy

Spring 2013

Peer Reviewers Trained
Teachers Portfolios Scored,
Evaluation Profiles Populated

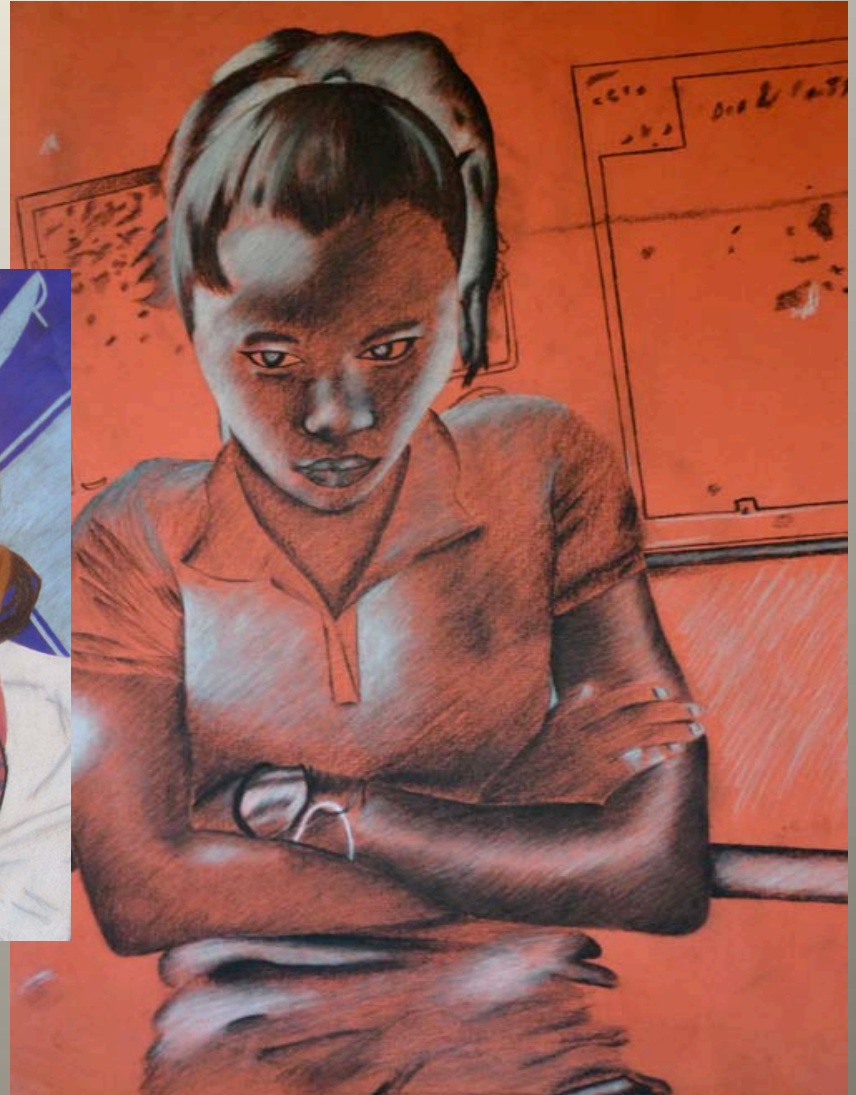
What Makes it Work?

- ✓ Teacher submits 5 evidence collections which include a “purposeful sampling” of students
- ✓ Each collection contains evidence of student growth (pre and post lesson/unit/year), and learning objectives/targets/supporting evidence
- ✓ Self-scored, then rated by content specific peer reviewer
- ✓ Built in secondary peer review in case of significant disagreement between teacher and first reviewer

Purposeful Sampling- A Key Element

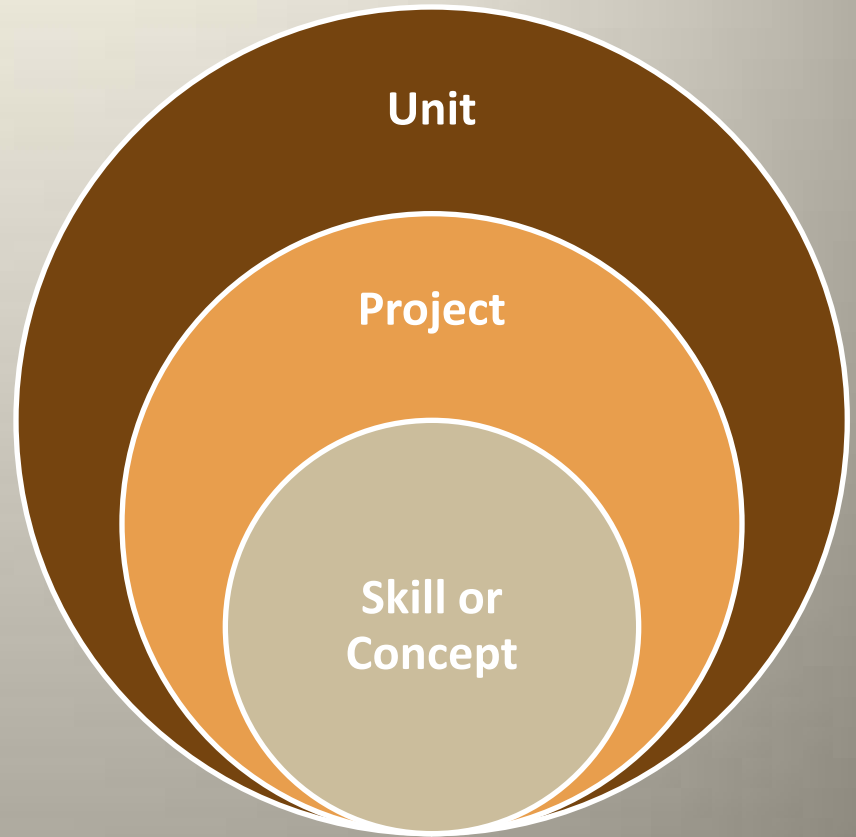
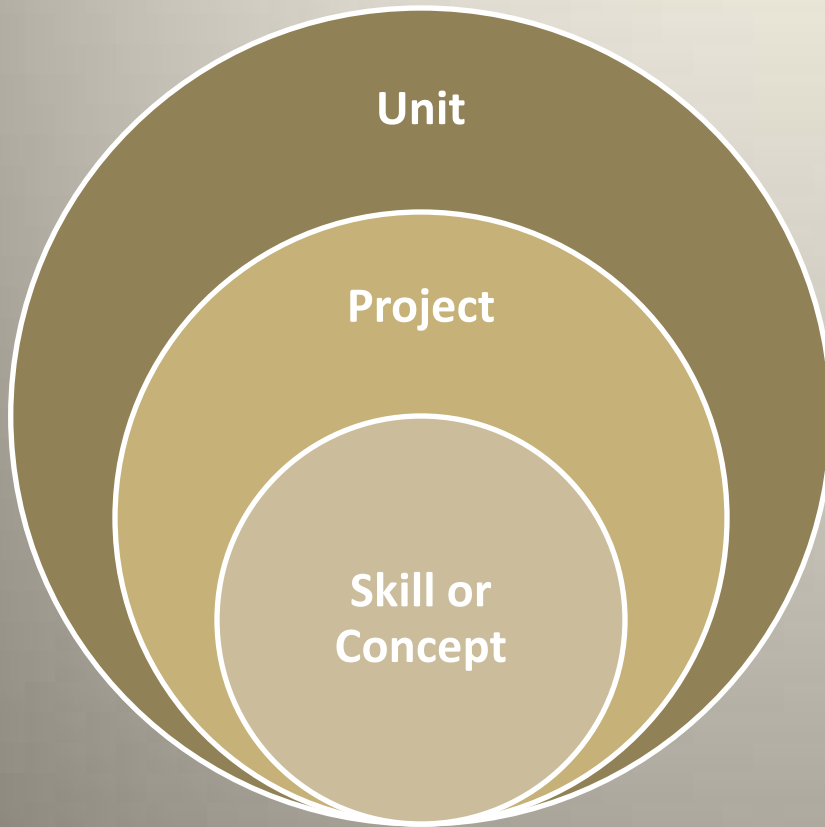
- ✓ Meaningful representation of the classes and students
- ✓ Standards-Based Collections (Perform, Create, Respond, Connect... 3 of 4)
- ✓ Should be reflective of teacher course load
- ✓ Evidence of Differentiation...showing how you impact students of various learning levels

Growth Sample



Self Portrait

Finding the Core....



Pre and Post

Logistic Support

GLADiS Project

- ✓ Cloud-Based Evidence Collection Tool
- ✓ Allows for Double Blind Peer Review
- ✓ Tracks Rater Reliability and Monitors Audits



What are the Benefits?

- ✓ Flexible, yet rigorous method of measuring authentic student performances/products
- ✓ Combines evaluation with professional growth
- ✓ Creates additional career opportunities for teacher leaders
- ✓ Equips NTGS educators with the tools to advocate for a well-rounded student experience
- ✓ Cost Efficient

What are the Required Pre-Conditions?

- ✓ The process must be time efficient for educators
- ✓ The implementation must account for technology limitations
- ✓ Flexibility embedded to account for inequity of resources/class time/curricular support across districts
- ✓ The peer review portion must be fair, consistent, rigorous, and provide teachers with feedback that allows for professional growth
- ✓ The system must expand access for quality arts education

Goals for Portfolio Review

- ✓ Increased Access to the NTGS “Core” Subject Areas
- ✓ Improved Instructional Practice
- ✓ Teachers Treated as Experts/Leaders
- ✓ Spread of Scores
- ✓ Increased Achievement in each subject area.
- ✓ Meaningful Generalized Gains
- ✓ Increased Student Creativity, Collaboration, Innovation



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<https://sites.google.com/site/tnfineartsportfolio/model/home>



Art in the Measure

Marcy Singer-Gabella, Ph.D.
Professor of the Practice of Education
Vanderbilt University



VANDERBILT
PEABODY COLLEGE

Assessing Growth on Content that Matters


state and national
standards

curriculum that teachers are
expected to teach

artifacts of learning in which
students have an investment

contextual resources
(and constraints)





Positioning practitioners as central to the certification of effective teaching



Scaling Up and Out

APPLE Criteria

Administratively feasible

Publicly credible

Professionally acceptable

Legally defensible

Economically affordable

-- National Board for Professional Teaching Standards



Protecting the Integrity of the Model

- Attending to the APPLE criteria
- Sustaining a sense of professional ownership
- Maintaining a focus on learning and development, rather than compliance

Q&A

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Using Classroom Portfolios to Evaluate Arts Educators

Required Reading from *Education Week*:

[Classroom Portfolios Used as Alternative Teacher-Evaluation Measure](#)

Tennessee is allowing arts teachers to submit their students' work as one yardstick of how well they contribute to the children's achievement. The effort comes as many states require that evaluation systems weigh as one component teachers' contributions to student gains in learning.