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
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Using Classroom Portfolios to Evaluate Arts Educators

An Alternate Growth Measures System

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Fine Arts Advisor, Shelby County Schools
Consultant, TN Dept. Of Education
What Prompted our Journey?

- Observation of Practice: 40%
- Student Growth: 35%
- Stakeholder Perception: 5%
- Content Knowledge: 5%
- Student Achievement: 15%

One Possible Example of a Multiple Measure Approach to Teacher Evaluation
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?
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**

**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
GLADiS Project

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

Logistic Support
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/tnfineartsportfoliomodel/home
Art in the Measure

Marcy Singer-Gabella, Ph.D.
Professor of the Practice of Education
Vanderbilt University
Assessing Growth on Content that Matters

- state and national standards
- artifacts of learning in which students have an investment
- curriculum that teachers are expected to teach
- 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
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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.