



PRESIDENT-ELECT'S MESSAGE

Dian Eddleman

Continue to Move Forward with Vision

There continues to be excitement concerning vision and plans for our great organization, Tennessee Music Education Association. I stated in my fall article that I have become extremely aware of how important it is that we all use each other for help in advocacy and that we must have connections with other arts organizations to achieve advocacy with one voice. I am excited to announce that Stephen Coleman, associate professor of music at Cumberland University and former TMEA President, has agreed to serve TMEA in the position of Advocacy Chair. He has begun working with Dru Davison on the teacher evaluation process as it relates to fine arts teachers. The following is part of a message from Dru about the process.

For the current school year, non-tested-subjects educators will have 35% of their evaluation based on school-wide value added data. I get many calls and emails every week from teachers who express concerns about this temporary arrangement. We do have good news to report. Last year, a dedicated fine arts committee worked hard on recommendations to the Tennessee Department of Education regarding the development of growth measures in the arts. Since that time, Memphis City Schools has developed the committee's recommendations through the financial support of the Office of Teacher Effectiveness Measurement and the Department of Curriculum and Instruction. Over the course of the last several months, the committee has been working on a pilot program to be implemented during the 2011-2012 school year.

This pilot program has been developed through collaboration with the Tennessee Department of Education, the National Association for Music Education Task-force on Teacher Evaluation and, most importantly, through the efforts of fine arts teachers! Representatives from the TDOE have expressed their full support for the pilot to identify alternative growth measure options for non-tested educators. Since fine arts teachers and administrators designed our pilot, we feel that it is flexible, empowering, and will ultimately be the best possible advocacy tool for our programs.

Many teachers are curious as to the contents of the pilot. To provide a short overview of the pilot, here is a segment from the guide for implementation:

The purpose of the Portfolio of Student Growth in the Arts (PSGA) is to collect student growth work

samples in order to inform instructional practice, increase student achievement, and provide Tennessee Fine Arts Teachers with a teacher evaluation system tied to the measurement of student learning in the arts.

Proficiency and growth in the arts can be demonstrated in a variety of ways, as there is no single common performance measure that can effectively capture standards that require student performances, visual artwork, written assessments, individual and group assessments, and/or project-based student work. Teachers will gather, pre-score, and submit a representative cross-section of student-produced work samples that demonstrate student growth in the arts as determined by a system of multiple measures. Because there are currently no standardized tests or available technology to administer a comprehensive assessment of student growth in the arts, this pilot will rely on teacher-constructed multiple measures of student learning to provide a broad depiction of authentic student growth in the arts.

Arts teachers will continue to deliver 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 (artifacts). Teachers will pre-score and submit artifacts in a Portfolio of Student Growth in the Arts (PSGA) using a purposeful sampling process. A blind review committee comprising content-specific exemplary teachers will conduct a holistic review of the student artifacts to measure growth towards state standards. Teachers will submit the artifacts accompanied by a brief survey that is meant to provide context to the review committee.

We are hopeful that the State Board of Education will approve this pilot. It is critical that everyone pay close attention to the process of documenting student growth during this school year and *think of creative ways to communicate student growth*. So many teachers from across the state have worked very hard to develop this process. We have miles to go, but I am thankful that Tennessee Arts Educators have been so proactive in this development. While we are currently in the piloting phase, the state arts associations and higher education partners are developing a plan to facilitate sustainability for long-term success. The Tennessee Arts Education community is very strong and has a history of delivering high quality arts instruction. We

now have a special opportunity to show that it is possible to demonstrate student growth in the fine arts as part of the teacher evaluation process.

TMEA, under the leadership of Stephen Coleman, and other arts organizations hope to collaborate in the development of this plan in the following ways: (1) receiving a detailed brief on the details of the evaluation plan; (2) establishing an action plan to address: professional development in collecting and documenting student growth artifact; training and certification for peer reviewers; and anchoring student growth artifacts according to the State Performance Indicators in State Standards

TMEA is totally committed to this project and will provide any assistance requested. Stephen plans to contact the president of each arts education association in the state to insure they are in support of the work of the Tennessee Growth Measures Committee for Fine Arts and to identify individuals within their organizations who would be willing to assist the Committee in areas of peer review, development of appropriate student artifacts, etc.

I hope this clarifies the active role TMEA is trying to

achieve in participating in this project. I want to thank Dru and his committee for developing this plan, along with Stephen for leading TMEA and other arts organizations toward a partnership in this emerging evaluation program. As we continue to work on our vision for TMEA, we are preparing to develop a strategic plan. We need to communicate with you our members what TMEA is to do, how we plan to accomplish those things and what we need to do if we fail. What exactly are we to accomplish as an organization? I continue to appeal to you, as a TMEA member, to assist me in guiding our organization to be visionary.

Please let hear from you. Would you email me your thoughts on the following?

- Strengths of TMEA
- Weaknesses of TMEA
- Future Opportunities for TMEA
- Future Threats or Challenges to TMEA

I look forward to your ideas and suggestions.



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For Registration Information or Questions, Contact:

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