

Evaluation & Assessment: Preparing Preservice Music Teachers for the New Educational Paradigm

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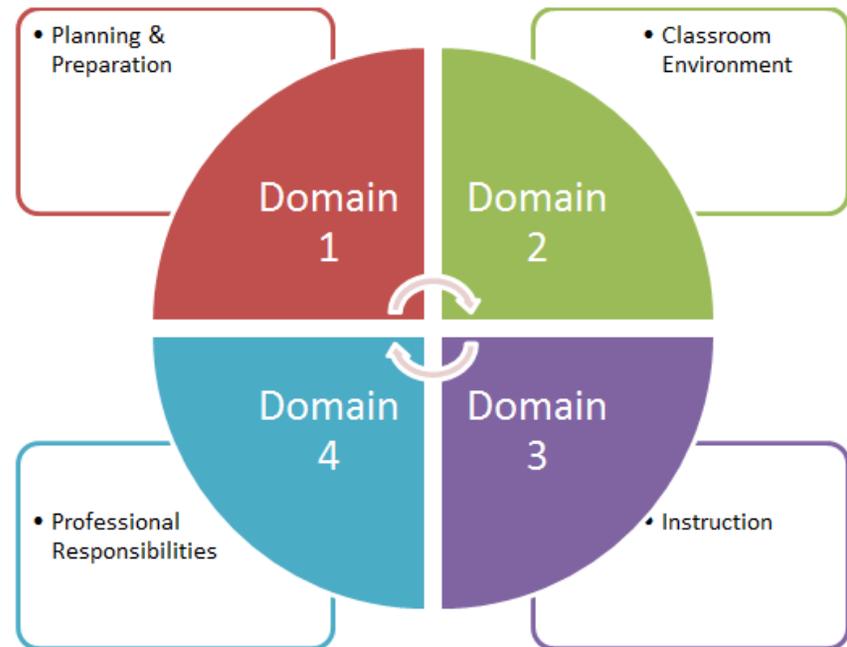
Recent Changes in Teacher Evaluation

- Retention, tenure, & pay based on teacher quality vs. seniority & experience
- Rating based on observation of best practice vs. general impressions
- Individual student growth data vs. group performance



Today's Presentation

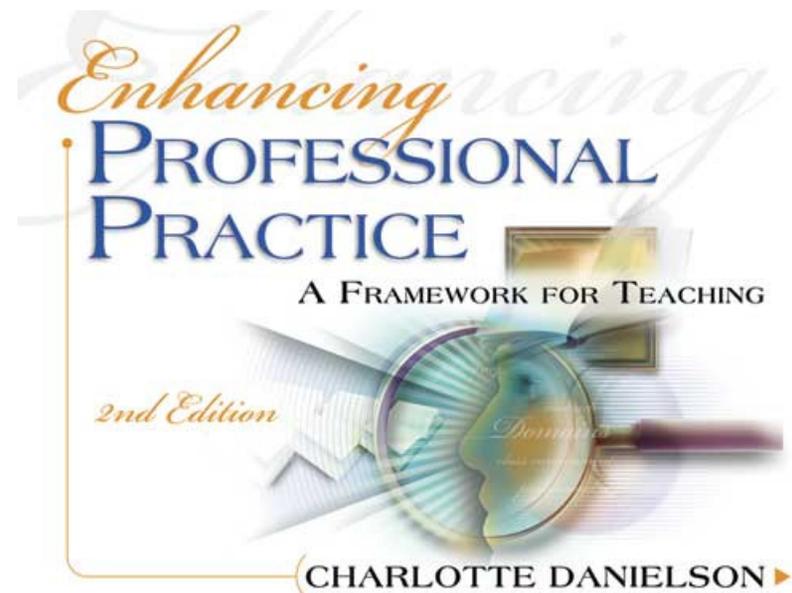
- 5 assignments to familiarize STs w/ Danielson Framework
- Other Instructional Activities & Topics Related to Assessment & Evaluation
- STs' Voices ($N = 3$)



Part I-

Danielson Framework for Teaching

- Defines Effective Teaching
 - Reliable, Valid
- 4 Domains
 1. Planning & Preparation
 2. Classroom Environment
 3. Instruction
 4. Professional Responsibilities
 - 22 Components w/ Rubric
 - 76 Elements (2-5 per comp.)
- Handout example (2007)



- Most used in Michigan

Class 1 - Introductory Activity

- Based on cursory review of Danielson, brainstorm evaluation framework for music educators
 - 4 Domains/13 Categories
 - Content Knowledge (3)
 - Instruction (5)
 - Management (2)
 - Professionalism (3)
- Rubrics competed outside class
- Document revised in class



Assignment 1 - Initial Reflections

- Read Danielson (2011) carefully for domains 1a, 1c, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 4a, 4e. Read all material connected with each domain listed.

QUESTIONS

(Involved follow-up comment and student response)

1. How might the explanations and descriptors improve your teaching or that of others?

Response Sample

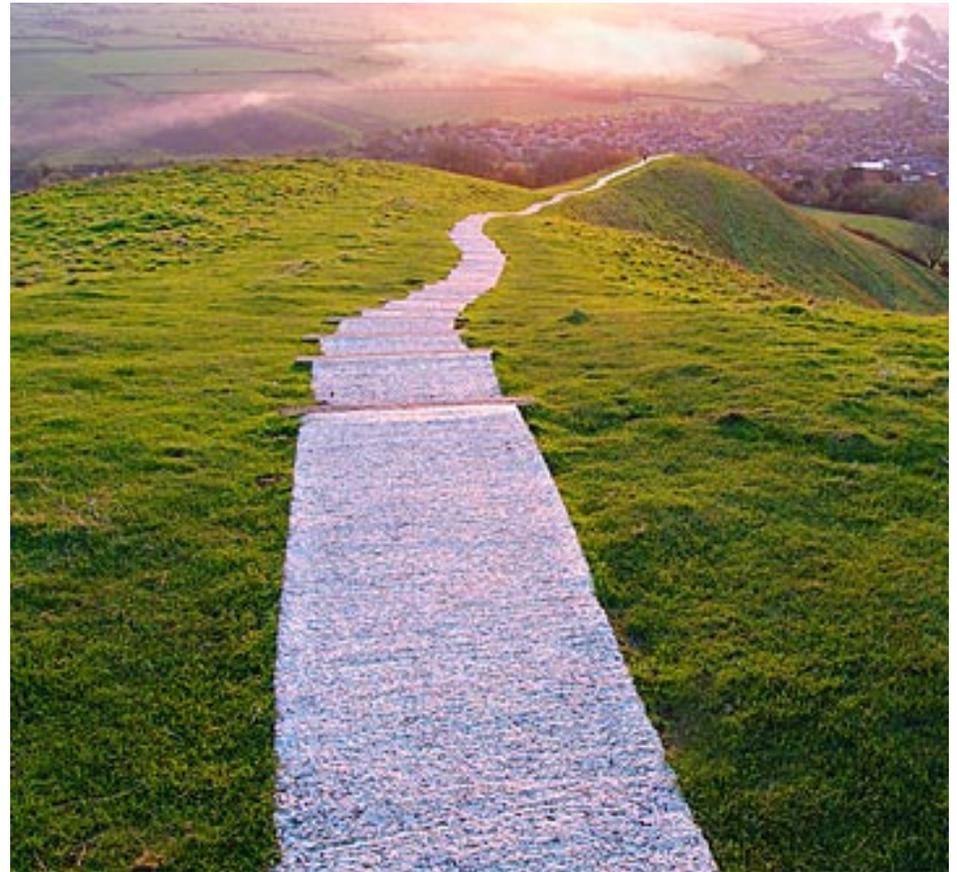
- ST 1 – “I believe that if teachers began using this rubric to shape their teaching, their teaching would be changed drastically. I think that often the way we think of a music classroom puts the teacher in the front of the classroom; the rubric, on the other hand, puts students as the main focus. The main difference between “proficient” and “distinguished” has to do with students making more decisions in the classroom. I think that becoming a distinguished teacher involves years of preparation.”

Response Sample

ST 2 – “By aiming lofty in the Danielson rubrics, one can find ways of becoming a much stronger teacher. In many of these areas, when reading through the descriptors, I had not really even thought about how these were qualities of a good (or bad) teacher and can now work on adjusting them properly (for example, allowing for more student-led activities and student-choice). In many areas, you cannot simply jump from basic to distinguished: the proficient step must be met first....That all being said, I find it overwhelming to try to view the rubric as a whole. I think for most teachers, it would be better to spend time with each section of the rubric individually.”

Instructor Conclusions

- Danielson mostly positive
- Realized the need to implement unfamiliar practices
- Overwhelming
- Improvement is a long process



Question 2 - Challenges

- What challenges might you encounter as you work to plan and implement instruction at the “distinguished” level? Think about the unique aspects of music teaching, your particular student teaching placement, and your own K-12 experience. How might you overcome these challenges specifically for music? What might a music educator need to do in order to be labeled as distinguished in various domains?

Response Summaries - Challenges

- Teacher-centered learning is more efficient vs. constructivist approach emphasized by Danielson
- Perhaps expectations for performance needs to change to focus on student learning
- Students also will have to relearn how to learn and take ownership of the process.
- General Music: Perhaps we need to get away from specific methodologies (Danielson stress differentiation & knowing many pedagogies)
- Change attitudes towards music as a subject vs. “activity” or a “special”.

Question 3

- Overall, how would you rate yourself on each of the components listed above and why? Provide specific examples from your work in student teaching this semester. Connect and compare your thoughts and reflections to the Danielson descriptors.
- Purpose: Establish a baseline for assignment 2
 - Students willing to classify themselves as unsatisfactory and distinguished

Assignment 2 – Choose 2-3 Components as a Basis for Improvement

- Student Teacher 1
 - Managing Classroom Procedures (2c)
 - Engaging Students in Learning (3c)
 - Communicating with Students (3a)
- Student Teacher 2
 - Demonstrating Knowledge of Students (1b)
 - Establishing a Culture for Learning (2b)
 - Using Assessments in Instruction (3d)
- Student Teacher 3
 - Designing Student Assessments (1f)
 - Communicating with Students (3a)



Assignment 3 – Video Reflection

- Form designed from Danielson Rubrics that focused on observable Components & Elements in control of the student teacher
- [See Handout]

Instructor Conclusions

- ST 3 had a difficult time assigning ratings.
 - Qual. vs. Quant.?
- ST2 = ratings too high
 - Inaccurate self-perception can hinder growth



Assignment 4 – Peer Evaluation

- In class – would work better as an outside of class assignment
- STs reluctant to assign ratings to each other.
- Use outside videos



Assignment 5 – Final Reflection

- ST 1 - “Learning about the Danielson model...was extremely helpful for me. This is a way that I will probably be evaluated, and I think it is good that I had the experience of forming my lessons according to it. It has helped me pick out ways in which I would like to better my teaching, and it is very specific so I know exactly what things I should add to my teaching.”

Final Reflection

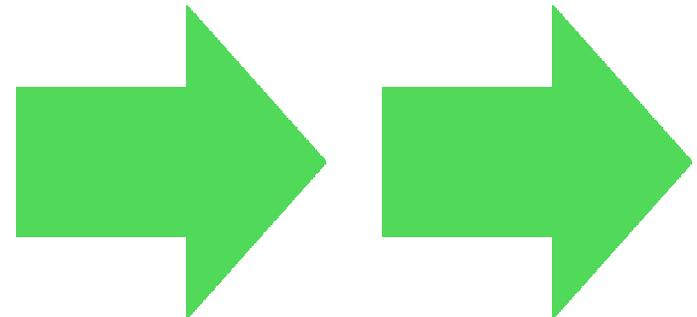
- ST 2 – “It is honestly a bit overwhelming and terrifying that the Danielson rubric (or another comparable one) is being used towards teachers, especially those in disciplines such as the arts. I fear that certain aspects of the rubric may be more important to different principals. What if I shine in some but bomb in others on a day that I'm observed, and the others just HAPPEN to be the one the principal cares about most?”

Final Reflection

- ST 3 – “[T]his rubric gives specific criteria and examples of how all teachers can improve their teaching, music educators a chance to see how many teachers are being evaluated, [and] a chance to break away from the traditional style of teacher-centered rehearsals and strive for student-centered learning.”

Conclusions

- Better prepared for evaluation
- Liked specificity of Framework
- Developed Broader Perspective
- Felt overwhelmed by the expectations



Part 2 – Other Assignments

Student Evaluations of Teachers

- ST constructed form based on what they wanted to know
- Quantitative & Qualitative data
- Age-appropriate.
 - Check Reading Level
- Administer evaluation
- Write summary/reflection



Reflections – Student Evaluations

- ST 1 – “Overall, I was surprised how well these surveys came out, especially with my 7th graders. Sometimes it is hard for me to see that students can actually enjoy that 7th grade choir. I find it so challenging that I often cannot see from where the students are. Much of what I’m feeling may not be what the students are feeling. I’m grateful that I could somehow have a positive attitude and that most students [saw] that I like what I’m teaching and I am willing to learn from them.”

Reflections – Student Evaluations

- ST 3 - “Students overwhelmingly responded that I had a positive attitude and that I am friendly and approachable. This is a relief to me because sometimes I feel that I am a little too shy and distanced from students.”
- ST 3 – “[Some] students voice[d] that they think that I should demonstrate more authority in terms of classroom management and “getting them to do what I want.” ...To become a better teacher, I think I need to make my expectations (which are generally quite high) very clear and insist upon them.”

Conclusion

- Future Directions
 - Align ST observation form to Danielson
 - Emphasize reflection & critical thinking
 - Engage students w/ research (best practice)
 - More content related to assessment, esp. for measuring student growth
- Resources
 - www.pmhmusic.weebly.com
- Questions/Comments?

