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Assessing Growth of Grades Six Through Eight Ohio Music Students and the Effectiveness of their Teachers

Melissa Durst
Advisor: Dr. Linda Hartley

Education Legislation

2001 - No Child Left Behind (NCLB)- one of the first legislative actions that required greater accountability from individual teachers to increase student achievement

2009 - Race to the Top (RttT)- competitive grant program also aimed to increase teacher effectiveness

2011 - Ohio Teacher Evaluation System (OTES) - a teacher’s rating is determined by two equal factors - teacher performance and student growth

Educational Implications

“...In the teaching profession effort and output are difficult to define and measure because the work is generally complex, unique, and often results from team efforts, with any one teacher’s effort difficult to disentangle from that of the others on the team.” (Lavy, 2007, p. 88)

Creating Data for Student Growth
21st Century Skills
Multiple dimensions of teaching music
Enacting and enforcing fair evaluations
Resources
Rewards and Consequences

Methods of Evaluating Students and Teachers

• Value-added assessments
• Classroom observations/ principal observations
• Analysis of classroom artifacts
• Performance portfolio
• Student surveys

How should the growth of music students in Ohio be effectively assessed?

RttT requirements for student learning - rigorous, between two points in time, and comparable across classrooms.

A common curriculum that includes knowledge and skill based assessments must be established.

1. Assess student’s current knowledge and skill (pretest)
2. At the end of a unit or lesson, assess student’s knowledge and skill (posttest)
3. Assess student’s application of knowledge or skill.

How should the effectiveness of music teachers in Ohio be determined?

Evaluation Framework

Evaluation =

Accomplished Proficient Developing Ineffective

Student Growth Measures

Teacher Performance

50% 50%

Content Assessment Collaboration/Communication Instruction Professional Responsibility and Growth

OTES Evaluation Framework: