

Follow Up Webinar “Meeting Plan” *Why Arts Assessment?* The Maine Arts Assessment Initiative

Visit The Maine Arts Assessment Initiative Wiki:

<http://maineartsassessment.pbworks.com/w/page/28365527/Maine%252520Arts%252520Assessment>

View the September 7 *Why Arts Assessment?* webinar:

<http://stateofmaine.adobeconnect.com/p4sb26r2whs/?launcher=false&fcsContent=true&pbMode=normal>

In 2011-2012, there are a series of free webinars (<http://www.maine.gov/education/lres/vpa/assessment.html>) which will address the key components of the Maine Arts Assessment Initiative. These webinars have an accompanying “meeting plan”, such as this one, that all educators can use or adapt to facilitate faculty meetings, conversations, or study groups looking at quality arts assessment practices.

Suggestions for Use:

- At a full staff meeting at your school or district
- At an arts staff meeting in your school, district or region
- As an individual educator to learn more about assessment
- Adapt as needed.

Be sure to make arrangements for participants to preview the [webinar](#) prior to this meeting.

Meeting Plan # 1

Introduction to the Maine Arts Assessment Initiative

The purpose of this staff meeting is two-fold:

- To engage staff in a meaningful conversation about good quality assessment
- To inform staff of the Initiative’s professional development opportunities and resources

Materials needed:

- The Maine Arts Assessment Initiative hand-outs with webinar schedule and links
- Chart paper and markers or computer/LCD projector or overhead or Smart Board
- Pre-meeting - arrange for everyone to have seen the webinar of September 7 and come prepared with questions and take-aways.

Set-up:

Participants should be in small groups of four so they can work with partners and as a quartet. Set up the groups so they are diverse in nature. Consider grade levels, content, role, years of experience, and group chemistry. (Think like a teacher forming cooperative learning groups!)

Think about what roles members of the leadership team can play in this process. For example, might they set up the groups or facilitate the meeting? This action models courageous, collaborative, and democratic leadership.

Time needed: Between 45 minutes to an hour

Small and Whole Group Discussion – 15 minutes

What were some take-away ideas from the webinar? Discuss in small groups of four. Report out to whole group. Chart some key ideas.

Think Pair Share – 20 minutes - Divide Whole Group into two groups.

In Group 1, ask each person to think about the following question:

What is good teaching?

In Group 2,

What is good learning?

Give participants five minutes. Then ask that they share their answers in their groups of four. Each group reports out to the whole group. Facilitator charts answers.

Facilitator then asks of whole group,

What is good quality assessment?

How do they (good teaching, good learning, quality assessment) all fit together?

Refer to Rick Stiggins *Five Principles of Quality Assessment (Classroom Assessment for Student Learning: Doing It Right -- Using it Well*, Richard Stiggins, Judith Arter, Jan Chappius, Stephen Chappius, Assessment Training Institute, Portland, Oregon, 2004.) See page 27.

Record answers.

Facilitator asks:

What do you notice about these questions and answers? (applies to all content areas)

Questions? Concerns?

Tell the staff this will be an ongoing conversation.

Whole Group – 10-15 minutes

Ask participants to develop and refine existing lesson plans or units with these questions in mind in a future staff meeting. Write down some thoughts about which lesson plans or units they might use in this revision. What do they need to consider in revising them? Brainstorm.

Distribute Information about what professional development opportunities are available for deeper learning about arts assessment. (For Webinars, Conference, Regional Workshops, Graduate Courses:

<http://maineartsassessment.pbworks.com/w/page/45721956/Professional%20Development%20Oppor-tunities%20in%20Arts%20Assessment>)

Ask staff to discuss what their own professional development needs are - One option is to do a survey online. 10 minutes

After this session, we suggest that the administration and leadership team meet to process the results of this activity. Questions to ask include:

- How did it go? Would we do anything differently in another meeting?
- Small group make-up
- Facilitation
- Recording of information
- What information do we want to remember and use in the future?
- How did the process model effective teaching and learning?
- What might be logical next steps?

Post-Activity Action Plan Suggestions:

Request that each participant refine an existing lesson plan or unit to more closely reflect points derived from each of these questions. Post or discuss the result of this revision later in the school year.

Collaborate and plan an integrated arts lesson, complete with assessments for each content area.

Questions to consider for full faculty discussions and planning:

- Why is a good arts education important to our students?
- How can the arts engage students in learning?
- What is the definition of arts integration?
- What are ways to expand curriculum in the arts across content areas?
- What can you do, alone or with others, to incorporate the arts in your classroom?
- What do you need to be able to do this? (i.e. professional development, collaborative time for planning, resources)
- How does assessment play a role in a quality arts integrated unit?

Register for upcoming webinars with colleagues, or view archived webinars and utilize the meeting plans that have been created for those webinars.

Webinar Facilitators:

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