

## **Colorado Music Educators Association Position Statement on Student Growth in Educator Effectiveness**

The Colorado Music Educators Association, a federated state association of the National Association for Music Education, fully supports the National Association for Music Education *Position Statement on Teacher Evaluation* <http://musiced.nafme.org/about/position-statements/teacher-evaluation/>. In addition to this articulated position, we emphasize the following related ideas.

We acknowledge the concept of the use of student growth measures in educator effectiveness for music educators. It is our belief that a formalized, effectively implemented, performance-based assessment process can provide meaningful support for Colorado music educators, their students, and their schools.

The Colorado Music Educators Association believes that measures of student growth in music educator effectiveness should be balanced and comprehensive. It is our position that student growth indicators should be measured through student outcomes both in the music classrooms and in music performance settings.

1. Measures of student growth used in music educator evaluation must be directly related to music instruction, and should not include student performance on non-music student exams such as state assessments, etc.
2. Measures of student growth for music educators should be based on the state standards in music and the 21st Century skills of communication, creativity, collaboration, critical thinking, and problem solving.
3. Measures of student growth for music educators should reflect a purposeful sampling of the number of students taught and the instructional time available. Purposeful sampling refers to selecting a representative group of students from the total population of the music educator's students (e.g. one Kindergarten, one 2<sup>nd</sup> grade, and one 5<sup>th</sup> grade existing class or one performing ensemble, one academic music class, one performance class (i.e. guitar)).
4. Measures of student growth for music educators may include portfolios containing video and/or audio recordings, as well as other student-produced artifacts.
5. Evaluation of measures of student growth for music educators should be conducted by individuals with adequate training in music, as well as in evaluation.

The Colorado Music Educators Association is committed to supporting its members in achieving fair and effective evaluation through professional development, mentoring, and assistance in providing subject-area expert evaluative support to schools and school districts.