SEED 490T: Methods of Teaching Secondary Theatre Arts
Fall 2013 Course Schedule

UNIT 1 – Theatre Standards and American Arts Instruction

Wed, Aug 28

- discuss reasons for taking this course, career goals, and progress toward graduation
- peruse syllabus and discuss EdTA Pre-Professional Membership application
- view theatre arts standards online and discuss implications for secondary theatre arts teachers
- select a book from Stoxen Library (see options on our course page on iMoberg) to read, summarize, and review for next week

Wed, Sep 4

DUE TODAY: ✐ submit research/writing project #1: "reading guide" for your selected book (via Edmodo)

- report on the book that you read/wrote about for today
- compare and contrast national and state standards for secondary theatre arts
- examine the scope and sequence of the 5-8 standards and the 9-12 standards

UNIT 2 – Planning: Think Forward, Plan Backward

Wed, Sep 11

DUE TODAY: ✐ submit curriculum plan #1: two semester-long course plans (via Edmodo)

- display and explain course plans created for today
- discuss the concept of "backwards planning" and the end goals from which a theatre arts teacher starts to plan backwards
- create sample learning goals that are specific enough to be observed, measured, and planned for
- develop (orally) one of the units in one of your course plans from start to finish
- apply backwards planning to the extracurricular theatre program

Wed, Sep 18

DUE TODAY: search for theatre arts lesson plans available online

- create a lesson plan for a lesson topic as assigned by your classmate—and then reflect on the components of an effective lesson
- discuss the challenges of planning for a substitute teacher of a theatre arts class
- plan to manage your theatre arts classroom space: learning environment, routine and procedures, mutual respect, physical safety, personal/emotional safety, noise and disorder, and behavior contracts
- discuss microteaching lesson #1

UNIT 3 – The Teacher in the Classroom: Getting Started

Wed, Sep 25

DUE TODAY: ✐ submit microteaching lesson #1 (via Edmodo)

- teach lessons to one another
- provide feedback to the other teacher
- discuss topic of microteaching lesson #2

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Wed, Oct 2

DUE TODAY: ✐ annotate sample learning activities (distributed to you via Edmodo)

- discuss your annotations: what you identified as (a) teaching methods and (b) standards integration
- discuss teacher-centered and student-centered options in a theatre arts classroom
- discuss thematic organization, essential questions, and weekly goals as approaches
- brainstorm classroom expectations, procedures, and management strategies appropriate for the theatre arts classroom
- consider issues of diversity, gender, and sexuality as they tend to arise in, and affect, theatre arts courses
- discuss research/writing project #2

UNIT 4 – Assessment: Finding Out What They Know

Wed, Oct 9

DUE TODAY: ✐ submit microteaching lesson #2 (via Edmodo)

- teach lessons to one another
- provide feedback to the other teacher

Wed, Oct 16

DUE TODAY: ✐ submit research/writing project #2: assessment and grading in theatre arts (via Edmodo)

- contrast "measurement" and "evaluation" as components of assessment
- discuss the meaning of grades to students, parents, teachers, and administrators (and others?)
- create a sample checklist and then transform it into a weighted checklist and then into a rubric
- discuss the use of portfolios and journals in theatre arts courses—and how to score them
- create sample questions for an essay test and for an objective test (matching, multiple-choice, true/false, and completion items)

UNIT 5 – Integrated Teaching across the Curriculum: Assisting Discovery

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Wed, Oct 23

DUE TODAY: consider topic options for microteaching lesson #3

- discuss topic of microteaching lesson #3
- contrast vertical and horizontal models of curriculum and instruction
- brainstorm integrative projects representative of a horizontal model (e.g., history, current events, the [other] arts, mathematics, science)
- search theatre arts standards for references to integrative learning
- consider several models of instruction for interdisciplinary curriculum and related resources (posted on our course page on iMoberg)
- discuss curriculum plan #2

UNIT 6 – The Teacher and School Productions—Philosophical Considerations: Building Bridges

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Wed, Oct 30

DUE TODAY: ✐ submit microteaching lesson #3 (via Edmodo)

- teach lessons to one another
- provide feedback to the other teacher

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Wed, Nov 6

DUE TODAY: ✐ submit curriculum plan #2: integrative unit plan (via Edmodo)

- brainstorm questions to ask at your first job to learn about past practices related to theatre courses and extracurricular activities
- articulate your production philosophy as it affects the theatre offerings at your school—and chart them on a continuum of approaches
- discuss student involvement as it affects your plans for a production program—not only how to encourage involvement but also how to plan for those most likely to be involved
- discuss the potential for censorship: knowing community standards, being proactive, investigating options, etc.
- create sample theatre season production schedules, showing them as a three-year plan and justifying your choices with philosophical and practical reasons

UNIT 7 – The Teacher and School Productions—Practical Considerations: Doing the Job

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Wed, Nov 13

- discuss when and how you might work with a school district's arts or activities director
- discuss copyright considerations: ethical and legal issues; copyright and royalty requirements; public domain and fair use doctrines
- view script publishing companies' Web sites and their procedures for obtaining performance rights
- review how details related to performance space affect play selections
- discuss influences on play production scheduling, from the master calendar of school activities to the audition-to-rehearsal-to-performance schedule of individual productions
- collaborate on a comprehensive school theatre program—start brainstorming both middle school and high school components: curriculum, production plan, and additional extracurricular activities

Wed, Nov 20

DUE TODAY: ✐ bring brainstorming notes from last week's class

- brainstorm how financial considerations would affect your theatre production choices
- discuss directing considerations:
  - selecting material
  - analyzing structure and discovering the play's background
  - conceiving what will be on stage
  - casting your students on- and offstage
  - rehearsing the production
  - reflecting on the production experience
- share brainstorming notes for today and discuss the school theatre program as a large-scale, long-term, multi-grade effort with both curricular and extracurricular components

UNIT 8 – Resources for the Theatre Teacher: Discovering the Possible

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Wed, Nov 27

DUE TODAY: ✐ submit research/writing project #3: plan for a school theatre program (via Edmodo)

- discuss school theatre program plans
- preview resources for theatre arts teachers:
  - classroom materials
  - professional organizations
  - publications
  - community resources
- explore resources and share search highlights and ideas for utilizing resources as a teacher

Wed, Dec 4

DUE TODAY: search *Dramatics* and *Teaching Theatre* for two articles: one about a teaching strategy that seems promising for one type of lesson, and one containing information that you would want to hand out to your students to read for another type of lesson; print copies of both articles for us and bring them to class

- develop on-the-spot lessons utilizing resources from Educational Theatre Association's publications (i.e., the articles that you identified and brought to class)
- demonstrate those lessons to us as your students
- discuss the lessons and the process of utilizing journal articles as teaching resources

UNIT 9 – Putting the Pieces Together: Communication, Collaboration, and Creation

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Wed, Dec 11

DUE TODAY: search online video sources (e.g., TED Talks theater topics, TCG's "I Am Theatre" series, American Theatre Wing's YouTube channel, etc.) for a video that you find inspirational and supportive of the theatre arts; prepare to show it to us during class

- view and discuss the videos that you selected for today
- brainstorm what young people can gain from a theatre education
- identify what qualities *you* will bring to students as a theatre teacher
- discuss research/writing project #4

FINAL EXAMINATION

Recall from the syllabus that all students must take the final examination in order to receive a grade for the course.

During final exam week, courses meet in two-hour blocks usually at different times and on different days from their regular class sessions (but still in their usual classrooms). The university's final exam schedule places our final exam on this date and time:

Wed, Dec 18 – 6:00 P.M. to 8:00 P.M.

DUE TODAY: submit research/writing project #4: justification for theatre arts in the secondary curriculum (via Edmodo)

- share final projects
- prepare for Praxis II exam for theatre
- reflect on your preparation to become an effective teacher of theatre arts—via university activities, general education courses, theatre arts courses, and education courses, including this one