SYLLABUS

THR 484 Fieldwork in K-12 Theatre Education

Where and when does the course meet? Who is the instructor and how do I find him if I need assistance? What are the time/load expectations?

<table>
<thead>
<tr>
<th>Semester: Fall 2019</th>
<th>Credits: 3</th>
<th>Class Meeting Times: Thursdays 5 – 8.00 PM or TBD</th>
<th>Meeting Place: Mitchell 375/Th220/other TBD</th>
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</thead>
<tbody>
<tr>
<td>Instructor: Ralph Janes</td>
<td>Contact Information: <a href="mailto:janes@uwm.edu">janes@uwm.edu</a></td>
<td>Office: ART 232</td>
<td>Office Hours: Wednesday 1-4 or by appointment</td>
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<th>Expected hours/load</th>
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<tr>
<td>Seminars 45 hours</td>
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<td>Reading/Prep/Assignments 70 hours</td>
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<td>TOTAL 286-306 hours</td>
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What is the course about and what will I learn?

Initial Note:
Most of this information and the information for Student teaching semester are also included in the UWM PSOA K-12 Theatre Education Clinical Experience Handbook.

Course Description: Students will undertake a variety of pre-professional experiences in school settings, at elementary and secondary levels. Students will, through service-learning pedagogy and method, observe, tutor, instruct, and support children’s learning and development in drama and theatre arts. Participants in this course will also be exposed to varied examples of school organizations, artist-residencies, and curriculum implementation.

Course Objectives: The purpose of this course is...

- To begin the process of moving the student from novice to proficient and to expose participants to the responsibilities of the teaching profession--being responsible for the intellectual, physical, and social activity of others in urban school settings.
- To engage pre-professionals in the critical and reasoned consideration of the school and classroom that is the foundation for reflective teaching.
- To provide students of the teaching profession with authentic contexts in which they can integrate knowledge and skills.
- To allow students seeking a K-12 Theatre Education License to begin developing their professional portfolio assessment system.
- To start a year long process of successfully completing the EdTPA portfolio review for DPI licensure.

What are the UWM policies that relate to this course?

Important Information for Students: The University of Wisconsin-Milwaukee (UWM) is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduates and graduate students to familiarize themselves with University policies regarding
Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events.

Course Requirements: The following components are required during the fieldwork course experience. If any of these requirements are not met the student will not pass the course.

- Attendance at all on-campus, online, and site seminars. Seminars are designed to discuss experiences, examine issues relating to urban schooling, and review information gained as part of course activities.
- Professional demeanor is required at service-learning sites at all times. Please refer to the Student Handbook for K-12 Theatre Education for expectations and explanations of policies.
- Participation at assigned field site. This includes arriving on time, respecting all members of the school community, and wearing professional attire.
- 80 hours of observation and participation in classrooms and schools. Half of the hours should be spent in K-8 sites, the other half at 8-12 sites.
- Weekly submissions of discussions logs and other written assignments (see D2L site).
- Reading and responding to assigned articles disseminated during seminar.
- Completion of a draft of Task 1 for EdTPA to a passing standard as set by DPI.
- Development of a pre-professional portfolio including a beginning philosophy statement, and at least one lesson plan aligned with Wisconsin Model Academic Standards for Theatre.
- All students are required to have a computer.
- Students should expect to attend all seminar sessions.
- Membership in EdTA (free – see email I sent you already)

How do I get an A?

This is a fieldwork course. As such, it is actually a pass or fail experience. You are expected to meet all of the prerequisites to student teaching, all of the assignments of this course, and also be approved to student teach by your instructor and cooperating teachers. Expect to participate in the following:

- Discussions, on-site attendance
- Presentations and projects
- Written work
- Work with learners and students

Grades are calculated as follows:

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<tr>
<th>Activity</th>
<th>Maximum points</th>
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<tr>
<td>Creative, original, and high quality work</td>
<td>requisite</td>
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<td>Participation that is inclusive and responsive</td>
<td>requisite</td>
</tr>
<tr>
<td>On time and prepared focus</td>
<td>requisite</td>
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<tr>
<td>Attendance at all classes</td>
<td>requisite</td>
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<tr>
<td>Discussion Posts</td>
<td>requisite</td>
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<td>80 -100 hours work @ school sites</td>
<td>requisite</td>
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<tr>
<td>Paperwork including draft of Task 1 of EdTPA (see D2L)</td>
<td>requisite</td>
</tr>
<tr>
<td>Full participation in all assignments</td>
<td>requisite</td>
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Assessment
Each Cooperating Teacher is responsible for evaluating students. Multiple feedback forms will be completed and uploaded in the drop box and also in your portfolio. A copy should be sent to your University Supervisor and another copy should stay with you for your files. The University Supervisor may also want to utilize on-site or phone consultations with the Cooperating Teacher for additional consultation/evaluation. **Due in D2L before December 20th**

Your Supervisor will be coming to your school site to discuss your progress with you and with your cooperating teacher(s). You will be observed by your Supervisor also.

**Reflection**
This essay takes the place of a final exam. Read the narrative AND directions (see document in d2L Module that explains in detail. Write a response to the narrative, following the suggested directions. **Due Dec. 20th**

**Presentation**
All students are responsible for giving a 5 min. presentation that sums up what they’ve done, learned, and explored this semester. Presentations are made on the evening of the final class meeting.

**Assessing Professional Development:**
All assignments must meet assessment criteria (see rubrics) at a beginner level or above. To pass this course all service-learning hours must be completed and all assignments must be submitted on or before the due dates. NO LATE ASSIGNMENTS WILL BE ACCEPTED except in cases of real emergency. Your ‘grade’ in this course is also based on assessment of your pre-professional portfolio. The final evaluation of your work will be conducted during your portfolio interview and documented using the K-12 Theatre Education forms.

A student can fail (F grade) if their work is substandard (as evidenced by low point awards) and/or **if they do not complete all assignments**. A student can get an A (exemplary) or B (competent). You can either get an A or a B or an F. If you are doing work below B level you may be exited from the course and the Theatre Education program.

Other important information about grading:

1. With rare exceptions late or incomplete assignments/submissions are not accepted.
2. Missing assignments automatically result in an incomplete (INC Grade).
3. Incomplete grades default to F grades if they are not taken care of in a timely manner. You will not be permitted to start your student teaching if you have missing assignments, etc.
4. Be aware that in the case of an INC grade the instructor may (or may not) allow students to make up assignments.
5. It is HIGHLY SUGGESTED that students find ways to have all assignments in at or before they are due.
a. Plan schedules so that there is enough time to carefully complete assignments and homework. It’s also a good idea to have assignments in before the deadline.

b. The instructors’ understand that sometimes things happen beyond anyone’s control. For instance, if D2L is ‘down’ or everyone is having problems the instructor(s) will have an alternative arrangement.

c. Yes, there are RARE circumstances where students experience an unforeseen emergency. (We hope not but life is full of surprises). If an emergency occurs, it is the students’ responsibility to let the instructor know ASAP.

d. In emergency cases accommodations can be made for students. This usually means extra or different assignments.

Keep in mind the following:
• If a student misses two or more classes or professional obligations at their sites or in the seminar class they automatically get an F (unless there are extenuating circumstances, in which case the instructor(s) will discuss the situation with the student, then decide if the absences can be waived by extra or independent work.

• All work is required. Unacceptable, missing, or incomplete work will result in either an F or an incomplete grade for the entire course (students can’t pass the course without doing all the work).

• If a student misses more than two face-to-face classes DUE TO UNEXCUSED ABSENCES they automatically get an F or are dropped from the course—this action is at the discretion of the instructor(s).

• Excused absences usually include: (A) Real and unplanned Emergencies; (B) Events that pertain to personal or community safety, death, or acute illness; (C) other “Acts of God.”

• Non-excused absences include, but are not limited to: (A) alarm clocks and timepieces that didn’t work properly; (B) roommates and other friends that need attention; (C) misunderstanding the syllabus, etc. (D) computers or other technologies that break down; (E) vacations, extra days for spring break, entertainment, trips to see friends or family, etc.

• In the rare instance that a student misses a class he/she is responsible for contacting the instructor and making up the work missed. This usually takes the form of an extra paper or research project.

• It is up to the instructor(s) to accept absences as “excused” and decide what alternative or extra work is required.

• If students are worried about any of these rules we recommend discussing concerns with the instructor(s).

| In class and in the field, what etiquette is expected? |

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See Handbook for Dress Code

**Cell Phones, I-pods, laptops, and other technologies:** Students must turn off their cell phones and put away all devices such as I-pods, blackberries, etc. during discussion sessions and when they are at their school site.

Students may turn a laptop on ready to use in case there is time allotted for research, D2L, or other interactions related to course work. Students may not operate laptops, cell phones, etc. during discussions, activities, interactive sessions, or other similar events—unless otherwise directed. Multi-tasking isn’t respectful (most of the time).

Instead, students should expect to be fully and 100% present so that you can listen and share with others.

In the event of emergencies, (for example, a sick child), and an individual MUST have their cell phone on let the instructor(s) know ahead of time.

In the event an individual needs a laptop for assisted learning let the instructor(s) know.

**General Guidelines:**

- The focus of the course is primarily on active participation *we are all learning and we are all teaching.*

- This course requires a commitment of time and some travel (because it is about experiencing the community around us instead of a classroom-based experience).

- Expect to work outside of class as well as during class time.

- Expect to check the D2L site and calendar frequently so you know what is going on ahead of time.

- This program has a dress code: It is clearly explained in the Handbook. Be familiar with it. Follow it.

- In class and in sessions during discussions use “I” statements: speak for yourself.

- Encourage questions and sharing of feelings, perspectives, beliefs, and ideas. Try things out first before accepting or rejecting.

- Acknowledge viewpoints other than your own as valid. Remember, you don’t have to *agree* with people to acknowledge others’ ideas and perspectives.

- Avoid making other people tokens. (Example: Although ralph is a middle-aged man he can’t necessarily speak for *all* middle-aged men… you get the idea).

- Disagree and challenge respectfully.

- Respect and support each other as creative and successful.
❖ Have fun, enjoy, play, and explore your creative self.

❖ Spend the time you need to really do the work well, thoroughly, and completely. Make this a learning experience that works for you.

❖ Respect the confidentiality of all participants; the classroom needs to be a safe space. THIS MEANS THAT YOU CAN’T REPORT ANECDOTES FROM THE COURSE WORK ON FACEBOOK, LINKED IN, OR OTHER SOCIAL NETWORK systems. Beware of gossiping –especially as a tweet or blog.

❖ Check in to the D2L site frequently. Use the resources there.

❖ Attempt to “unpack” and examine your assumptions and biases on a regular basis. Attempt to identify the assumptions and biases of others.

❖ It’s OK to let us know if you feel disrespected, unheard, or upset. Doing so (use the I statement) is often the best response to these feelings.

❖ It’s OK to call for a moment of silence or request a slower pace.

❖ It is also OK to ask for a standing ovation.

What texts are we using and where do I find them?

Required Texts:
There will be a wide variety of articles uploaded into the D2L portion of this seminar. You are expected to be familiar with these. Also you need to get the following:
1) EdTA subscription: www.edta.org (I sent you the form for this)

Recommended Texts:

Web Sites:
1) State of arts education in U.S.A. www.aep-arts.org
2) Links to state education agencies: http://ideanet.doe.state.in.us/htmls/states.html
3) Wisconsin Model Academic Standards for Theatre: http://www.dpi.state.wi.us
4) Educational Theatre Association (EdTA) http://www.edta.org
5) American Alliance for Theatre Education (AATE) http://www.aate.com
6) International Drama Theatre and Education Alliance (IDEA) http://educ.queensu.ca/~idea
8) Scores of Students in the Arts: http://www.menc.org/information/advocate/sat.html

Core and Praxis II: The DPI is now requiring students to pass the Core (or equivalence) and Praxis II Theatre Test prior to student teaching (January 1, 2016). All students who will be student teaching in Spring 2016 must have taken the tests and passed them.

Working at K-6 & 7-12 Sites
• You will be creating an implementation project that is connected with your sites.
• Your project should be developed with your cooperating teacher(s).
• Your project should be developed with the other student teachers who will be working at your site.
• Your project should represent at least 20 hours of work at EACH site and with children.
• You also need to plan to work another 20 hours at each site (elementary for 20 hours and secondary for 20 hours). This work is scheduled with your cooperating teacher.
• You will also be required to visit other sites in your cohorts placement group
• Use the Cooperating Teacher Interview as a starting template.
• Students must follow the following procedures:
  o **Initial Contact:** Contact your cooperating teacher. To do this, you may have to track them down (by phone) or at work. You cannot rely on a teacher to return your calls or emails because, as you know, teachers work so hard during the day that they usually have no time to call or email 8-4 PM. Make sure you contact your cooperating teacher within the first three weeks of September.
  o **Initial Meeting:** Meet at the fieldwork site and discuss logistics. At the initial meeting you and the cooperating teacher should decide on the subject of your fall project, how you will plan and carry it out, and what your fall schedule at the school will be. **Initial meetings must have been completed by September 25.**

Some things to remember:
• Everything that is discussed here remains here. Using facebook or other social media to expound on the issues brought up here will only make it more difficult for you to work as a cohort.

• You can be honest--this is a place to express, de-compress, and address concerns with the rest of us. We are trying to create a supportive collaboration.

• Every single one of us has something to learn. Be kind. And be generous--share your expertise. Ask for assistance if and when you need it.

Ralph Janes  
Director, K-12 Theatre Education  
UWM PSOA