SYLLABUS

THEATRE 485: Teaching Fieldwork in Theatre: Elementary
THEATRE 486: Teaching Fieldwork in Theatre: Secondary

Dates: Spring 2019
Credits: 12 (TH 485= 6 cr) (THR 486 = 6 cr)
Location: Mitchell 375/A232/fishbowl
Seminar Meeting Time: Thursday – 5pm till close
Other Meeting Times: Observations and conferences at school sites (SEE D2L FOR CALENDAR)
Instructor: Ralph Janes, janes@uwm.edu 414-651-916
Office: A232
Office Hours: by appointment as you are in schools during regular office hours

Prerequisites: 1) Successful completion of the TH 484 Fieldwork course (grade of B or better);
2) Successful completion of the Fieldwork; 3) Approved student teaching agreement and contract (in D2L and part of the Fieldwork course); 4) 80 + hours of work in urban schools and/or with urban learners.

Course Description: Students will undertake a variety of professional experiences in public school settings. Students will be exposed to the nature of school organization and curriculum implementation and, under supervision; students will accept responsibility for a variety of teaching tasks such as tutoring, direct instruction, development and implementation of lesson and unit plans, directing and production of theatre projects, attendance at faculty meetings, extra-curricular duties, etc. Responsibilities are expected to grow and increase over time under the supervision of the Cooperating Teacher and conclude with teaching entire classes. However, the student teacher will not be responsible for more than three class preparations daily and will always be under the direct supervision and observation of the Cooperating Teacher(s). See the Student Teaching Guidelines and Handbook for more information.

Course Objectives:
• To provide students with experiences that move them from proficiency to mastery at the beginning teaching level and to support students in their practice of being responsible for the intellectual, physical, and social activity of children in urban school settings.
• To engage student teachers in the critical and reasoned consideration of the school and classroom that is the foundation for reflective teaching.
• To provide students of the profession with authentic contexts in which they can integrate content knowledge, performances, and dispositions pertaining to theatre and education.

*Important information about academic misconduct, access, etc. is posted in the D2L portion of this course. *

Course Requirements: The following components make up the fieldwork experience:
• Seminars: These sessions are designed to discuss experiences, examine issues relating to urban schooling, and review progress of the student teacher.
EdTPA – external portfolio competency review. A Passing score of at least 38 is required for recommendation for licensure

Portfolio Assessment Conferences: At end of the semester. An approved ‘passing’ grade in this portfolio is required before a student can pass student teaching. All portfolios are e-portfolios and are separate from EdTPA portfolio

Professional Competencies: required evaluation at the end of the semester. Student will assist in evaluating his/her ability to teach professionally (form and rubric provided).

Technology: Students will compile and present their portfolio in a computer mediated format.

Professional Demeanor: Participation assumes professional behavior at all times.

Time: Each student is required to work a MINIMUM of 45 days/9 weeks/250+ hours at each school site. Student teachers should expect to be required to execute other assigned duties that may add to this requirement, as determined by the cooperating teacher and in conjunction with the K-12 theatre director. Students should be aware that they MAY be required to complete extra assigned hours or days--depending on their performance on site as well as the pupils', schools', and programs' needs. Students may NOT negotiate their own schedules but MUST organize their calendar and time under the advisement of their cooperating teachers and university instructors and supervisors. Approval of all schedules will be overseen by the program director.

"Students are expected to spend a minimum of nine weeks at each site participating in some cases; the field supervisor may deem it appropriate to extend the students’ time at a particular site. In other cases, the field supervisor, in conference with the cooperating teacher may decide to remove the student from the field and/or not allow the student to continue.

Practicum: Student teaching activities must coincide with the cooperating school’s calendar, not UWM’s. Student teaching requires a full-day, full week time commitment, following the weekly calendar and daily schedule of the cooperating school.

Participation: During student teaching practica students are expected to create lesson plans, teach entire class periods, prepare and implement instruction and evaluation materials, lead and direct theatre activities, coordinate activities with other school faculty and units, attend faculty and community school meetings, attend school events, meet and work with all school staff and become familiar with school procedures, explore connections between theatre and other content area learning. Refer to Student Teaching Guidelines for further information.

PI. 34 Codes & Regulations for Teacher Education & Licensure: Assessment & Evaluation: The K-12 Theatre Program at UWM focuses on creating exemplary teachers of theatre and supporting the teaching profession in urban schools. It addresses diversity, encourages intellectual vitality, makes use of current learning technologies, enables students to work within learning partnerships and urban communities, and evaluates student learning through the application of USM School of Education (SOE) Urban Teaching Guidelines, National Standards for Arts Education, DPI Wisconsin Teaching standards (WTS). It does so by examining a variety of performance-assessments along with authentic portfolio development. Evaluation within this course examines students’ knowledge base, encourages reflection as it pertains to student dispositions, and tracks students’ performance and skills. Criteria used to evaluate “flexibility, adaptability, and capacity” (National Standards for Arts Education) are ranked using the following five categories: unacceptable, minimal, beginning, proficient, mastery levels (see rubrics and other assessment documentation).

Standards for WI teachers: See http://www.dpi.state.wi.us/dpi/dlsis/tel/standards.html
Grading: All assignments must meet assessment criteria (see rubrics, observation forms, and competencies) at a proficient 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. In addition, to satisfactorily pass student teaching you must fulfill the competencies at a proficient standard or above, and have EdTPA and an approved and professional e-portfolio assessed with a level of proficient or better. No student teacher will pass this course without adequate portfolios and all observations and assessments completed. A final evaluation will be conducted during the students’ end of semester portfolio interview and competency review process. These are documented through portfolio assessment tools and on file at the K-12 Theatre Education office. All copies of all evaluations will be given to the student and copies of portfolio evaluations are provided in D2L as well.

Expectations:
- Participation & Attendance: Attendance is not the same as course participation. It is a prerequisite of course participation.
- Attendance and active participation is viewed as a requisite.
- More than two absences* from seminar will result in a failing grade.
- All work is required. Unacceptable, missing, or incomplete work will result in either an F, extended incomplete, or an incomplete grade for the entire course (you can’t pass the course without doing all the work).
- A rubric for grading will be given out in class.

Grades take into consideration:

**Activity**
- Creative, original, and high quality work expected as requisite behavior
- Participation that is inclusive and responsive expected as requisite behavior
- On-time and prepared focus expected as requisite behavior
- Attendance at all classes expected as requisite behavior
- Successful completion of teaching at elementary site requisite for passing
- Successful completion of teaching at secondary site requisite for passing
- Successful completion of teaching portfolios requisite for passing
- Successful completion of all seminar assignments requisite for passing
- Weekly posting in discussion section of D2L requisite for passing
- Successful completion of EdTPA (requisite for Licensure)

*Absences from Seminar: If you miss two or more classes they automatically get an F or are dropped from the course—this action is at the discretion of the instructor.*

*Absences from Student Teaching: Students are allowed one unexcused sick day per student teaching site. Students MUST inform their seminar instructor(s) and cooperating teacher when they are absent.
- 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 watches that didn’t work properly; (B) roommates and other friends that needed 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 instant 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/cooperating teacher to accept absences as “excused” and decide what alternative or extra work is required.

**Cell Phones, I-pods, and other technologies:** In seminar students must turn off their cell phones and put away all devices such as I-pods. Students are expected to use a laptop when appropriate; however, students should not be actively engaged in using the laptop open during discussions, activities, interactive sessions, or other similar events—except when appropriate to the activity. In the event of emergencies, (for example, a sick child), and students MUST have their cell phone on they should let the instructor know ahead of time.

**Optional Text:**
*Teaching Theatre* Published by the Educational Theatre Association

**Recommended Texts.**
3) Other readings as assigned

**Required Web Sites:**
4) IDEAS: Interactive Dialogue with Educators from Across the State: [www.ideas.wisconsin.edu](http://www.ideas.wisconsin.edu)
5) Links to state education agencies: [http://ideanet.doe.state.in.us/htmls/states.html](http://ideanet.doe.state.in.us/htmls/states.html)
6) Wisconsin Model Academic Standards for Theatre: [http://www.dpi.state.wi.us](http://www.dpi.state.wi.us)
7) Educational Theatre Association (EdTA) [http://www.edta.org](http://www.edta.org)
8) American Alliance for Theatre Education (AATE) [http://www.aate.com](http://www.aate.com)
9) International Drama Theatre and Education Alliance (idea) [http://educ.queensu.ca/~idea](http://educ.queensu.ca/~idea)
12) Scores of Students in the Arts: [http://www.menc.org/information/advocate/sat.html](http://www.menc.org/information/advocate/sat.html)

**Evaluation Schedule**
1) You will sign up for supervisory visits by Ralph The details of these visits will be posted in a supervisory schedule on D2L.
2) There should be two supervisory visits per school site. Make sure that when Ralph comes to observe you have enough time *after* the observation to sit (in a private space) and chat about how it went, etc. For one of the observations you should try to include your cooperating teacher as well as supervisor.
3) Your supervisor will provide a supervisory observation and evaluation form after each observation visit.
4) Your cooperating teacher should formally observe you twice and at least once informally. Formal observations should be documented using the observation forms (see D2L). One of these is a formal ‘exit’ observation.
5) Exit observations should come at the end of your time at the school. Your cooperating teacher should use the FINAL observation form.

6) You will also fill out a competency-based checklist with Ralph at your final portfolio review. To prepare for this review use the self-evaluation form (in D2L) and bring it with you.

7) All evaluation and observations forms should be in your portfolio. You are responsible for tracking them down.

CHECKLIST FOR EVALUATIONS

☐ 1st Secondary site observation by Cooperating Teacher
☐ 1st Secondary site observation by UWM Supervisor
☐ 2nd Secondary site observation by Cooperating Teacher
☐ 2nd Secondary site observation by UWM Supervisor

☐ 1st Elementary site observation by Cooperating Teacher
☐ 1st Elementary site observation by UWM Supervisor
☐ 2nd Elementary site observation by Cooperating Teacher
☐ 2nd Elementary site observation by UWM Supervisor

☐ Self-evaluation of portfolio, completed by Student teacher as part of the final portfolio meeting.
☐ Competency Score Rubric, completed by UWM Supervisor at final portfolio meeting