



Dance And Theatre

Teacher Training Summer 2018

Welcome

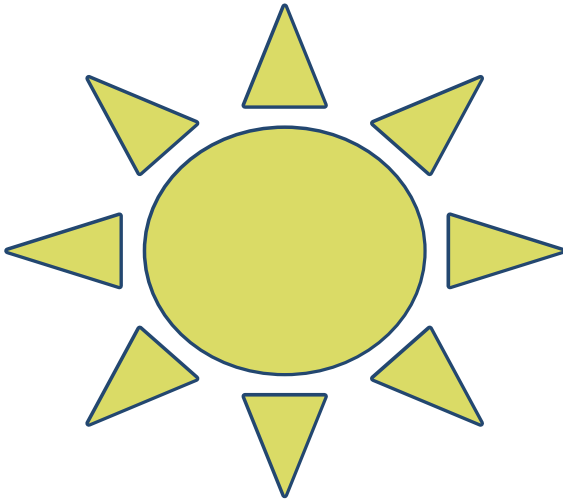
Greetings, and welcome to
a new day in Fine Arts Education in Tennessee!



Inspiration

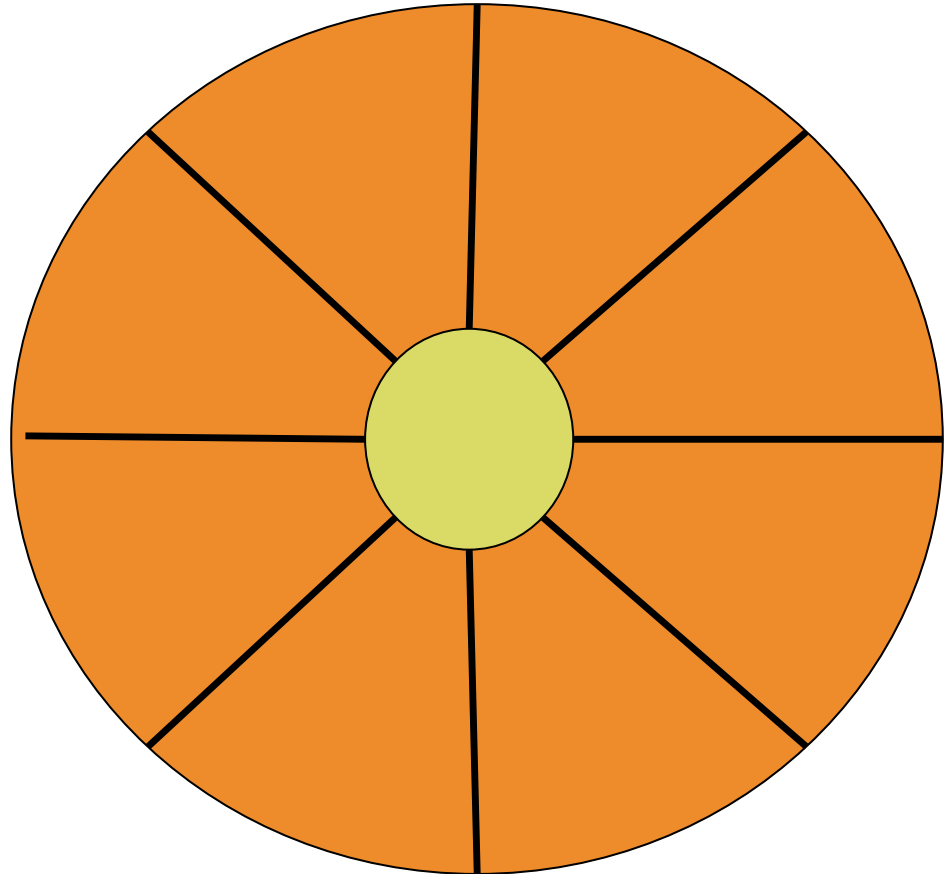
What is a teacher? I'll tell you: it isn't someone who teaches something, but someone who inspires the student to give of her best in order to discover what she already knows.

—Paulo Coelho, *The Witch of Portobello*, (2009)



Attendee Demographics

Where do you stand?



Norms

- Keep the conversations student-centered.
- Make it a safe place not to know.
- Maintain airtime equity.
- Maintain a positive and supportive tone.
- Be present and engaged.

Dance Rest Stop

Identify the domain, foundation, and grade level for the following dance standard:

Use space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects, and environment. Maintain focus with partner or group in near and far space.

Dance Rest Stop: Discussion

Identify the domain, foundation, and grade band for the following dance standard:

Use space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects, and environment. Maintain focus with partner or group in near and far space.

7.D.P1.A

Goals for Today

When you leave today:

- You will **know** the structure of your new standards.
- You will **understand** how your new standards resemble or differ from the old standards, how the changes impact instructional practices, and how to find resources to implement the standards in the classroom.
- You will use your learning to draft (**do**) lesson plan frameworks based on your new standards.

Goals for Implementation in Year One

- Teachers will know and teach all of their grade-level standards.
- Students will be engaged with each of the four domains and 11 foundations.
- Teachers will demonstrate intentional focus on conceptual learning while maintaining capacity toward students' skill development.

Training Overview

- Diving into the new standards
- Reviewing promising practices
- Deconstructing our teaching through the lens of the new standards
- Acquiring practical skills for applying the new standards

Morning

Time	Session
8–8:40 a.m.	Welcome and Introduction
8:40–9:30 a.m.	Standards Orientation
9:30–10:30 a.m.	Structure of the Standards
10:30–10:45 a.m.	Break
10:45–11:30 a.m.	Mindset, Pedagogy, and Literacy in the Arts

Afternoon

Time	Session
11:30 a.m.–12:45 p.m.	Lunch
12:45–3:45 p.m.	Deconstructing Standards, Formative Assessment, Planning, and Take Aways
3:45–4 p.m.	Closing

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Standards Orientation

Origin of the Standards

- Revised every six years
- Developed by a team of fine arts educators
- Approved by the State Board of Education in 2016
- Aligned with the National Core Arts Standards ([NCAS standards](#))

Standards Review Process

- **Jan. 2016:** Writing committee meets to begin drafting
- **April 2016:** First draft of standards complete
- **April-May 2016:** Public feedback collected via State Board of Education (SBOE) website
- **June 2016:** Review committee meets to develop revisions based on public feedback

Standards Review Process, Continued

- **July 2016:** First reading with SBOE
- **Aug.-Sept. 2016:** Review committee meets to develop revisions based on SBOE feedback
- **Oct. 2016:** Final reading with SBOE
- **SY 2017-18:** Training and professional development
- **SY 2018-19:** Full implementation

Standards Revision Key Points

- Parallels National Core Arts Standards (NCAS)
- Shared language.
 - Across the fine arts
 - Across core curriculum
- Structure changes
 - Old—Standards, CLEs, check for understanding, SPIs.
 - New—Domains, Foundations, Standards.
 - Grade-level differentiation
 - Spiraling standards (can return to them throughout the year/semester/quarter)

Personal Goals

What do you already know about the new standards?

What do you hope to understand about the new standards?

What do you hope to leave with today?

Key Points

- New standards reflect rigor, continuity, and pathways for culturally well-rounded students.
- They enable teachers to focus on “HOW” they teach.
- New standards and strong instructional practices support classroom observations and positive student outcomes.
- Administrators are given a lens to identify strong teaching practices in the classroom.

Teaching the Whole Child

Embodied Learning

Arts making,
meaning making,
creating, and
performing

Cognitive Development

Critical thinking
and intellectual
development

Affective Growth

Social,
personal,
and cultural
learning in the
classroom

Time to Reflect



Research in the Field

ArtsEdSearch.org

Manor High School Vignette



—Photo by John Clark. Photo from Chell Parkins (2016) Dance Media Collaborations: Engaging “At Risk” Youth, Dance Education in Practice, 2:2, 18-24, DOI: [10.1080/23734833.2016.1174550](https://doi.org/10.1080/23734833.2016.1174550)

Theatre Rest Stop

Identify the domain, foundation, and grade level for the following theatre standard:

Identify essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.

Theatre Rest Stop: Discussion

Identify the domain, foundation, and grade band for the following theatre standard:

Identify essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.

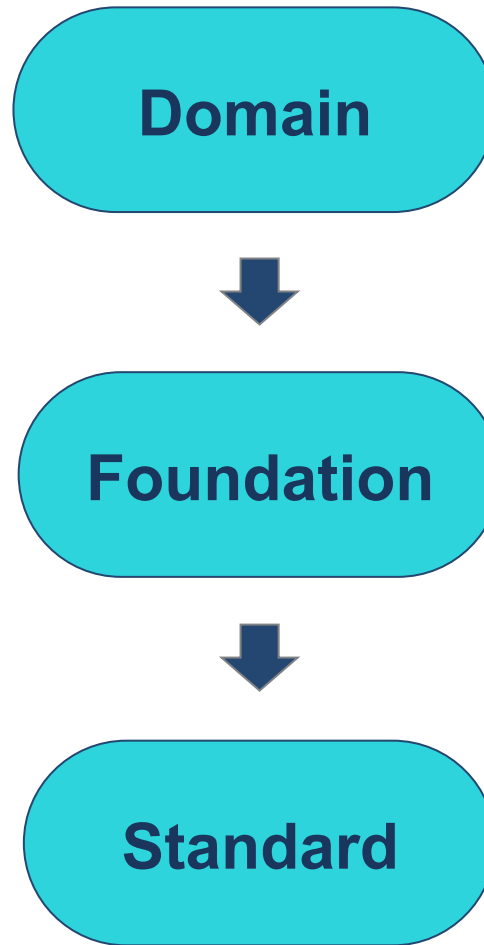
HS3.T.P1.B

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Structure of the Standards

Basic Structure



Breaking the Code

First number is the grade band
(6) is sixth grade

Last letter is the
specific standard
*(C) is the third
standard under
this foundation*

First letter is the
content abbreviation
(T) is Theatre

Second letter--or set of
letters--is the domain
(Cr) is Create

Second number is
the foundation
*(2) is the second
foundation*

Standard Sample for Dance

6.D.P2.C (6) 6th Grade; (D) Dance

Domain

(P) Perform.

Foundation

(2) Develop and refine artistic techniques and work for performance.

Standard

(C) Refine technique through teacher-given corrections and self-evaluations using appropriate dance terminology.

Standard Sample for Theatre

5.T.P2.B (5) 5th Grade; (T) Theatre

Domain

(P) Perform.

Foundation

(2) Develop and refine artistic techniques and work for performance.

Standard

(B) Demonstrate the use of technical elements in a theatrical work.

What about the KUDs?

Know

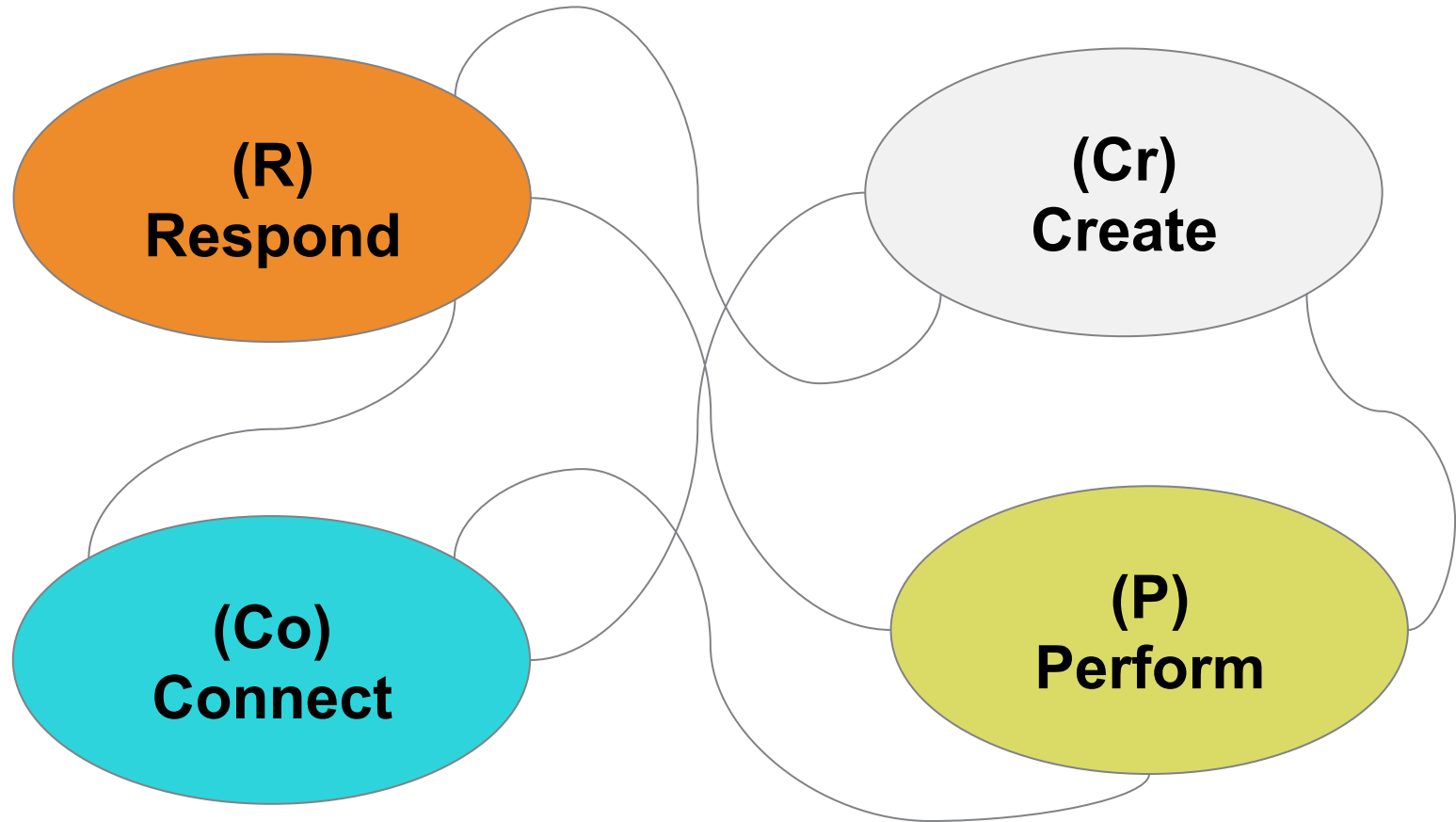
Understanding

Do

Practicing KUD

7.D.P1.A Use space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects, and environment. Maintain focus with partner or group in near and far space.

Domains



Domains in Practice



Foundations

Perform

Select, analyze, and interpret artistic work for presentation/ performance/ production.

Develop and refine artistic techniques and work for performance.

Express meaning through the performance of artistic work.

Respond

Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.

Create

Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

Connect

Synthesize and relate knowledge and personal experiences to artistic endeavors.


Relate artistic ideas and works with societal, cultural, and historical context.

What's different?

Discuss:

- What's new?
- How will having a deeper understanding of the complexity of the standards impact your teaching?
- How will this understanding impact your students?
- How might this understanding affect how you communicate with your students, parents, school leaders, and the community?

Morning Reflection



What do you think?
How do you feel?

Break Time One



We'll be back in 15 minutes.

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Mindset and Pedagogy

Mindset

Fixed Mindset

- Something you're born with
- Fixed
- Something to avoid
- Could reveal lack of skill
- Tend to give up easily
- Unnecessary
- Something you do when you are not good enough
- Get defensive
- Take it personally
- Blame others
- Get discouraged

SKILLS

CHALLENGES

EFFORT

FEEDBACK

SETBACKS

Growth Mindset


- Come from hard work
- Can always improve
- Should be embraced
- An opportunity to grow
- More persistent
- Essential
- A path to mastery
- Useful
- Something to learn from
- Identify areas to improve
- Use as a wake-up call to work harder next time

Adapted from the work of Carol Dweck's Mindset

Modeling Mindset through Improv

An orange circle with a thin black outline, containing the text "Yes, but".

Yes,
but

A cyan circle with a thin black outline, containing the text "Yes, and".

Yes,
and

Literacy in the Arts

Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

—National Coalition for Core Arts Standards, 2018

Literacy in the Classroom

What does dance/theatre literacy look like in your classroom?

How do you develop and assess it?

Pedagogy in Practice

Chair Yoga



Midday Reflection

- Teaching the Whole Child
- Mindset
- Literacy
- Pedagogy
- Ideas?

Housekeeping

- Time reminders: Please be back by 12:45 p.m.
- Sign in when you return.
- Here are some great places to get lunch!
 - Place A
 - Place B
 - Place C
 - Place D
- Trash cans and recycling bins are _____.

Lunch



Return at 12:45

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**Developing a Deeper
Understanding of the
Standards**

Welcome back!

- Let's review:
 - Implementation goals
 - Daily goals
 - Personal goals
 - What do you know now?
 - What do you understand now?
 - What do you still want to be able to do?

Deconstructing a Theatre Standard

Deconstruct this theatre standard

Domain: Perform

Foundation: Select, analyze, and interpret artistic work for performance.

Standard: Identify essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.

After the standard is taught,

- What will the student **know**?
- What will the student **understand**?
- What will the student be able to **do** that he/she was unable to do prior to the standard being taught?

Theatre Standard Discussion

HS3.T.P1.B - Identify essential text information, research from various sources, and the director's concepts that influence character choices, and apply those in a theatrical work.

Student will be able to (do)

What are we teaching them to do?

What will observers see when the students perform?

The student will (know)

What skills/facts are being introduced/reinforced?

What do the students say when asked, "What did you learn that you did not know?"

The student will (understand)

What concepts are being developed?

What do students say when asked, "What do you understand now that you did not understand prior to instruction?"

Deconstructing a Dance Standard

Domain: Perform

Foundation: Select, analyze, and interpret artistic work for performance.

Standard: Use space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects, and environment. Maintain focus with partner or group in near and far space.

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Dance Standard Discussion

7.D.P1.A Use space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects, and environment. Maintain focus with partner or group in near and far space.

Student will be able to (do)	What are we teaching them to do?	What will observers see when the students perform?
The student will (know)	What skills/facts are being introduced/reinforced?	What do the students say when asked, "What did you learn that you did not know?"
The student will (understand)	What concepts are being developed?	What do students say when asked, "What do you understand now that you did not understand prior to instruction?"

Your Standard

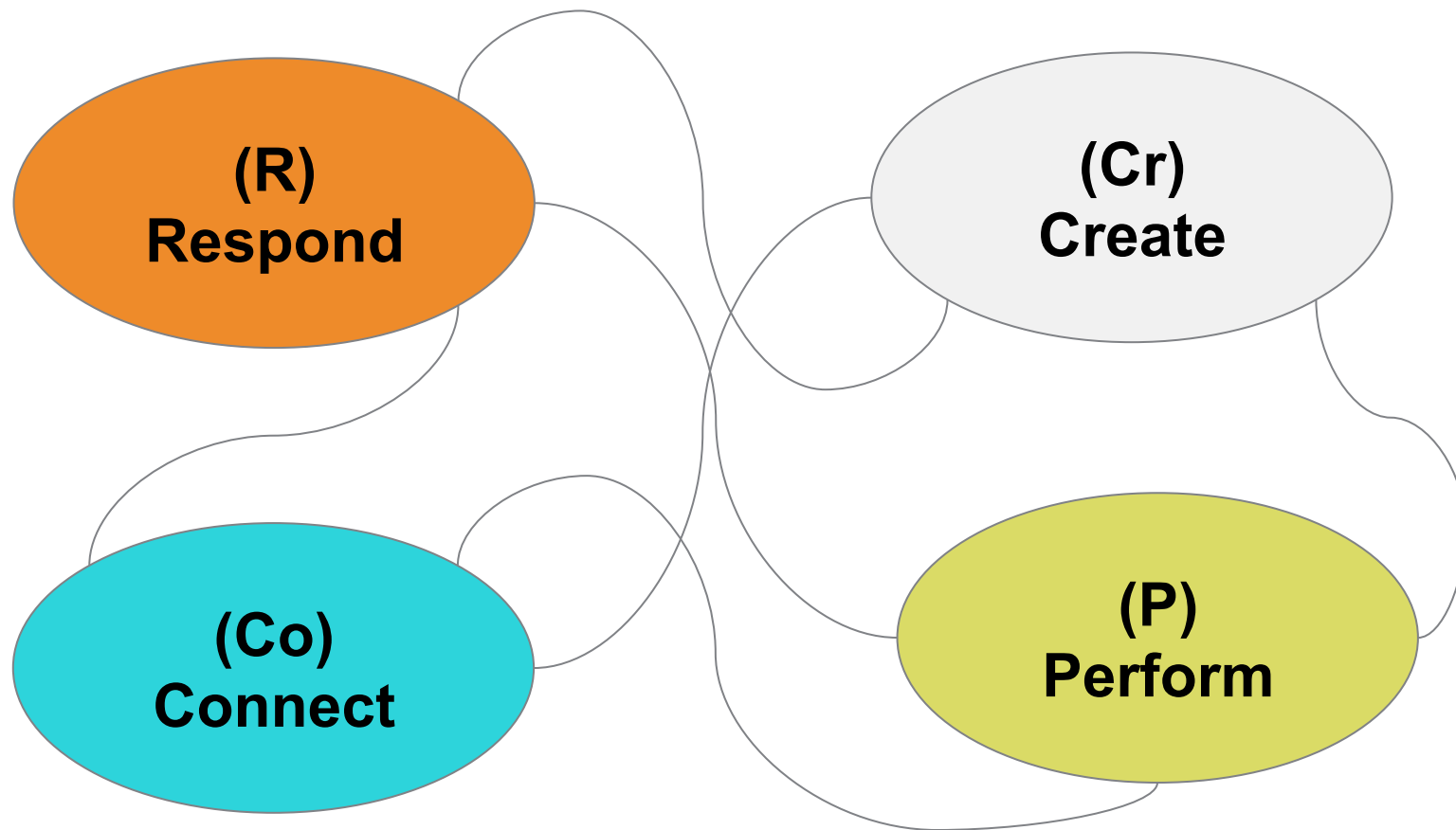
Domain, Foundation, and Standard:

- The student be able to (**do**) _____
- The student will (**know**) _____
- The student will (**understand**) _____

Deconstructing Your Standard

Choice of Standard		
Student will be able to (do)	What are we teaching them to do?	What will observers see when the students perform?
The student will (know)	What skills/facts are being introduced/reinforced?	What do the students say when asked, “What did you learn that you did not know?”
The student will (understand)	What concepts are being developed?	What do students say when asked, “What do you understand now that you did not understand prior to instruction?”

Multiple Standards



Tying it Together

- **7.T.P1.A** Discuss and justify various character objectives (choices) in a theatrical work.
- **7.T.Cr1.C** Envision and describe a scripted or improvised character's inner thoughts and objectives in a theatrical work.
- **7.T.Cr3.C** Demonstrate effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Connections to Planning

- A.D.D.I.E
 - Analysis
 - Design
 - Development
 - Implementation
 - Evaluation

Formative Assessment

- Assessment **OF** is summative.
- Assessment **FOR** is to inform teachers in what direction they should go with their instruction.
- Assessment **AS** instruction informs students where they are in reaching the goals for the standard.
- Assessment is **ongoing**, continues to inform instruction, and is not the end goal.

What does it look like?

- What does formative assessment look like, sound like, and feel like in a fine arts classroom?
- How do you know when a student has mastered a standard or set of standards?

Mindset and Pedagogy Review

- Return to growth mindset vs. fixed mindset.
 - How does mindset play a role in assessment?
 - How does pedagogy reflect mindset?
 - How can we – as educators – help students foster a growth mindset in the fine arts classroom?

Mindset and Pedagogy Reflection

Take some time to jot down your reflections in your Participant Manual.



Break Time Two



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Planning and Next Steps

Planning and Takeaways

- Let's return to the ADDIE model.
 - Analysis
 - Design
 - Development
 - Implementation
 - Evaluation

First Things First

- Choose a standard which would be introduced early in the year/semester.
- Map it on the “Using KUD with ADDIE” worksheet.
- Apply the ADDIE model.

Analysis

- Who are my students?
- Where are they coming from (physically, emotionally, socio-economically, etc.)?
- What do I want them to know?
- Where would I like them to get to?
- How long is it going to take?
- Start with the end in mind.

Design

- What activities am I going to use?
- What tools do I need?
- How am I going to provide scaffolding?
- What am I going to use to assess it?
- Are there external resources I need?

Development

- Is this engaging?
- Do I need to tweak anything?
- Will all my students be able to participate well?
- Is this consistently aligned with what they need to understand?

Putting it into Plans

- Putting standards into plans
- *Facilitator 1* for Dance
- *Facilitator 2* for Theatre

Connections to Assessment Planning

- Assessment **OF** is summative – a judgement.
- Assessment **FOR** is to inform teachers in what direction they should go with their instruction.
- Assessment **AS** instruction informs students where they are in reaching the goals for the standard.

Implementation

- Put your plan into action!
- Monitor student participation and adjust instruction as necessary.

Evaluation

- Have my students mastered the standard?
- How do my students demonstrate their mastery?
- What do I need to change for next time?
- Do I need to reteach any particular concept?

Next Steps

- What's the “big idea” for your classroom? Your department? Your school? Your district?
- Where do you want to go?
- Review your goals from this morning.

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Wrap Up and Closing

Wrap Up

- Share final thoughts.
- Review goals.
- Any lingering questions?

Resources

- Associations
 - Tennessee High School Speech and Drama League (THSSDL)
 - Educational Theatre Association (EdTA)
 - Tennessee Association of Dance (TAD)
 - National Dance Education Association (NDEO)
 - Tennessee Arts Academy (TAA)

End of the Day Reflection



—Photo by Jennifer Stalvey.
Photo from Chell Parkins.

Contact Information

- Facilitator 1:
- Facilitator 2:
- Department:



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork