

Dance and Theatre

Participant Manual

Tennessee Academic Standards for Fine Arts

Welcome, Teachers!

We are excited to welcome you to this summer's teacher training on the Tennessee Academic Standards for Fine Arts Education. We appreciate your dedication to your students and your growth as an educator. As you participate today with your peers and interact with the standards, we hope you are able to find ways to connect this content to your own classroom, schools, and district. Teachers perform outstanding work every day, and our hope is that the knowledge you gain will enhance the high-quality instruction you provide Tennessee's children each day.

We are honored that the content of this training was developed by and with Tennessee educators *for* Tennessee educators. We believe it is important for professional development to be informed by current educators, who work to cultivate every student's potential on a daily basis.

We'd like to thank the following educators for their contribution to the creation and review of this content:

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Overview

Part 1: Understanding the Standards

Module 1: Welcome

Module 2: Standards Orientation

Module 3: Structure of the Standards

Module 4: Mindset and Pedagogy

Part 2: Working with the Standards

Module 5: Developing a Deeper Understanding of the Standards

Module 6: Planning and Next Steps

Module 7: Wrap Up and Closing

Appendix

Resources

Goals for Today

When you leave today:

- You will know the structure of new standards.
- You will understand how the 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 lesson plan frameworks based on the new standards.

Personal Goals:

Goals Implementation in Year One

- Teachers will know and teach all of their grade levels 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.

Notes:

Agenda

Time	Content
8-11:30 a.m. (includes break)	Part 1: Understanding the Standards <ul style="list-style-type: none"> • Module 1: Welcome • Module 2: Standards Orientation • Module 3: Structure of the Standards • Module 4: Mindset and Pedagogy
11:30 a.m.-12:45 p.m.	Lunch (on your own)
12:45-4 p.m.	Part 2: Working with the Standards <ul style="list-style-type: none"> • Module 5: Developing a Deeper Understanding of the Standards • Module 6: Planning and Next Steps • Module 7: Wrap Up and Closing

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
 - **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
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- The process begins with a review of the standards for public feedback.
 - Tennessee educators who are experts in their content area and grade band serve on the the advisory panels. These educators review all the public feedback and the current standards, then use their content expertise and knowledge of Tennessee students to draft a revised set of standards.
 - The standards are posted for a second feedback collection from Tennessee's stakeholders.
 - The Standards Recommendation Committee (SRC) consists of 10 members appointed by legislators. This group looks at all the feedback from the website, the current standards, and revised drafts. Recommendations are then made for additional revisions if needed.
 - The SRC recommends the final draft to the State Board of Education for approval.

Notes:

Standards Revision Key Points

- Parallels NCAS (National Core Arts Standards)
- 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)
- Shared language
 - Across the fine arts
 - Across core curriculum

Notes:

- 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?

Teaching the Whole Child

"Dramatic enactments of scientific concepts allow elementary students to connect to science learning through movement, language, social interaction, and collaboration."

--*Journal of Science Learning*, 2010

"89% of surveyed business executives participated in the arts during their school careers."

--*Unmasking Business Success*, 2015

"High school students who earn few or no arts credits are five times less likely to graduate than students who earn multiple arts credits."

--National Endowment for the Arts: *The Arts and Achievement in At-Risk Youth*, 2012

"In 2015, students who took four years of arts classes in high school scored an average of 92 points higher on their SATs than students who took only one half year or less."

--The College Board, 2015

"Disadvantaged students in grades 8-12 who receive an arts education are three times more likely to earn a Bachelor's degree than students who lack those experiences."

--National Endowment for the Arts, 2016

"Young adults who had arts-rich experiences in high school are more likely to engage in public volunteerism."

--National Endowment for the Arts: *The Arts and Achievement in At-Risk Youth*, 2011

"High poverty students with sustained involvement in theatre show substantial improvement in reading proficiency, gains in self-concept and motivation, and higher levels of empathy for others."

--*Doing Well and Doing Good by Doing Art*, 2009

Teaching the Whole Child: Reflection

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

Reflection:

Notes

Standard Structure and Coding

Choose a standard from your content area and grade, and break down the structure.

Code:

Grade:

Domain:

Foundation:

Standard:

Write and label the coding for your standard in this box.

Deconstructing the Standard

Students will (do)

In order to (know)

highlighting that (understand)

Students will (do)

In order to (know)

highlighting that (understand)

Students will (do)

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highlighting that (understand)

Reflection Moment

Take a minute to consider how each of these questions apply to you. After recording some of your thoughts, please post one answer from each question on the appropriate chart paper.

- 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?

Mindset Worksheet

Fixed Mindset

Growth Mindset

Literacy in the Classroom Notes

- What does dance/theatre literacy look like in your classroom?
- How do you develop and assess it?

Midday Reflection

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

Goals Review

- Where are you in reaching your goals for today?
- What do you need to reach your other goals?

Deconstructing a Theatre Standard

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

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?"

Deconstructing your 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?"

ADDIE Model Steps and Notes Page

- Analysis
- Design
- Development
- Implementation
- Evaluation

Mindset and Pedagogy Reflection

- 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?

Using KUD with ADDIE

Students will (do)

In order to (know)

highlighting that (understand)

Students will (do)

In order to (know)

highlighting that (understand)

Students will (do)

In order to (know)

highlighting that (understand)

Analysis Worksheet

- Who are my students?
- Where are they coming from (physically, emotionally, socio-economically, etc.)?
- What do I need 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 Worksheet

- 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?
- Are there external resources I need?

Development Worksheet

- 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 Notes

Notes:

Connections to Assessment Planning

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.

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.

Notes:

Evaluation Worksheet

- 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?

Resources

Tennessee High School Speech and Drama League (THSSDL)

thssdl.com

Educational Theatre Association (EdTA)

schooltheatre.org

Tennessee Association of Dance (TAD)

tennesseedance.org

National Dance Education Association (NDEO)

NDEO.org

Tennessee Arts Academy (TAA)

tennesseeartsacademy.org

Notes
