

University of Lethbridge, Faculty of Education
Education 3601: Methods for Majors
Professional Semester II, Spring 2013: Course Outline

Courage
Reflection
Hard Work
Big Heart

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Before and after classes

COURSE DESCRIPTION

Education 3601 is a module delivered within the context of Professional Semester II. This course deals primarily with the teaching of Drama in schools. It will concentrate on making explicit material presented in the Teacher Resource Manuals for Junior High and Senior High School Drama plus investigating important parts of the Elementary Drama Curriculum Guide.

Elementary teachers are expected to have competency in teaching: Dramatic Movement, Mime, Choral Speech, Story Telling, Dramatization, Puppetry, Choric Drama, Reader's Theatre, Story Theatre, Playmaking, and Group Drama. Junior High School teachers are expected to have teaching competency in the areas of: Movement, Speech, Improvisation/Acting, Technical Theatre, and Theatre Studies. Senior High teachers are expected to have teaching competency in the areas of: Movement, Speech, Improvisation, Acting, Technical Theatre/Design, Theatre Studies, Directing, and Playwriting.

References:

The prescribed textbooks for this course are:

- *Teacher Resource Manual DRAMA Junior High School*. 1989 Alberta Education
- *Teacher Resource Manual DRAMA Senior High School*. 1989 Alberta Education

Suggested

- *Elementary Drama Curriculum Guide*. 1985 Alberta Education
- Booth, D. and Lundy, C. (1985) *Improvisation: Learning Through Drama*. Harcourt and Brace Jovanovich, Toronto.
- Johnstone, K. (1979). *Impro: Improvisation and the Theatre*. Faber and Faber, London.
- Wong, H. and Wong, R. (2010) *How to be an Effective Teacher: The First Days of School*.

EVALUATION

Assignment	Due Date	Weighting
Class Assignments		10%
Content/Resources Presentation & Handout	Jan 23/28	10%
Unit Plan	Jan 30 (examination) Feb 6	20%
Log	Feb 13 / in practicum	5%
Management Plan	Feb 25	10%
Portfolio	Feb 4 (examination) Feb 25	20%
Test	Mar 4	20%
Participation/Attendance		5%

All of the above assignments must be completed to gain credit in this course.

COURSE CONTENT

Jan 14	Orientation / Course outline / Lesson Plans
Jan 16	Unit Plans, Year Plans
Jan 21	Curriculum – Bring Teacher Resource Manuals (TRM)
Jan 23	Content/Resources presentation & handout
Jan 28	Content/Resources presentation & handout
Jan 30	Unit Plan (examination)
Feb 4	Bring your Portfolio and Curriculum Vitae (CV)
Feb 6	Unit Plan due
Feb 11	Classroom Management
Feb 13	Log due. Classroom management
Feb 25	Classroom management Test preparation – bring TRMs.
Feb 27	Field Trip
Mar 4	Portfolio due, Test – testing centre 10:30AM – 10PM
Mar 7	Practicum begins
Apr 25	Practicum ends
Apr 26	Culmination Day – 9-Noon W422 Hallmarks of a successful drama program & PSIII <i><u>The course content as listed and sequenced above may be altered as necessary.</u></i>

ASSIGNMENTS

Class Assignments

The grading of these will be on a “mastery” basis. That is, students will be given full marks or will be required to redo the assignment until they receive full marks. Following are some of the assignments. Others will be given in class.

- January 16** – Email a lesson plan using an acceptable template for a 40-minute Drama orientation lesson to the entire class. Consider printing all lessons received and placing them in your logbook.
- January 21** – Email a lesson plan using an acceptable template for a 40-minute Drama improvisation lesson to the entire class. Consider printing all lessons received and placing them in your logbook.
- January 23** – Give the direct translation of “In loco Parentis” and give an example of it at work.
- January 28** - Create and hand in a Year Plan for one grade of your choosing. This must be emailed to the entire class. Consider printing all lessons received and placing them in your logbook.
- February 25** – Create a Teacher Professional Growth Plan (TPGP) for PSII. This should include the goals, strategies for attaining the goals, and an indication of how you know you have reached the goals. Minimum 2 goals maximum 4.

Professional Growth Plan (*suggested template*)

Name:	School:	Practicum Dates:
Mentor Teacher:	University Mentor:	Date submitted:

Goal: _____

Rationale (*Why is this goal important?*)

Strategies and Resources for Addressing Goal (*How will I go about achieving my goal?*)

Indicators of Progress Toward Goals (*How will I know when and if I have achieved my goal?*)

Role Play/Peer Teaching - Individual students will create a lesson plan and teach that lesson to a group of peers. Consider this being the first lesson from one of the units you expect you may teach during practicum. Students will engage in a series of role plays that will examine class leadership/management. Students will have an option of 1) engaging in the role-play or 2) writing a paper. Students may choose to view/watch instead of participating. These students will be required to write a paper dealing with classroom management. Should you decide to complete a paper the **due date** for this will be **February 27th**.

Content / Resource Presentation & Handout

In groups of 2, students will be required to examine a Discipline that Communicates or a Discipline that Enhances Communication. They will then create an annotated bibliography of 5 resources (websites/books/etc.). Each group will also create a list of minimum five games or activities that come from the above-mentioned resources with instructions, rules, and indications of the potential purpose of each. The group will then present their findings to the class. They will give an overview of their resources and activities. It is expected that the class will be active and involved in the presentation.

Content / Resources Presentation & Handout Rubric

Group _____

A

All students in the group exhibit attributes of good teaching all the time:

- ____ concise instructions,
- ____ clear enunciation,
- ____ good posture,
- ____ appropriate teacher mode,
- ____ confidence,
- ____ ease, and
- ____ charm.
- ____ The presentation is well organized with a smooth flow.
- ____ The presentation seems to be well rehearsed.
- ____ The group makes sure that all students have the handouts (annotated bibliography & list)
- ____ The handouts are informative with no errors.
- ____ The presentation is between 19 and 21 minutes long.

B

- ___ All students in the group exhibit attributes of good teaching.
- ___ The presentation is well organized with some minor problems. There is one moment of confusion.
- ___ The group provides the handouts that have less than 3 errors.
- ___ The presentation is between 18 and 22 minutes long.

C

- ___ The students in the group exhibit attributes of good teaching most of the time.
- ___ The presentation has some organization problems.
- ___ Two moments of confusion
- ___ The presentation is between 17 and 23 minutes long.
- ___ The group provides the handouts that have less than 6 errors.

D

- ___ There are some serious problems in the enunciation, posture, teacher mode, confidence, and ease of the presenters.
- ___ The presentation is poorly organized with some major problems.
- ___ A clear indication of lack of rehearsal and communication with three or more moments of confusion.
- ___ The presentation is between 16 and 24 minutes long.
- ___ The group provides only one of the handouts or they have more than 6 errors.

F

- ___ Nothing is attempted or the presentation was all lecture.

Log

The focus of this assignment is organization. **It is imperative that you are organized.** The log should consist of two binders. The first is focused on this course. It should have sections such as:

- Course Materials** (course outline and notes)
- Lesson plans** (those you create and from others)
- Units** (those you create and from others)
- Games/Activities** (a listing and explanation of activities and rules on how to play games)

The second binder is based on your practicum. It should have materials concerning and created for the practicum. Consider creating sections such as:

- Information** (School map, timetable, school policies, rules, phone numbers)
- Attendance** (including lists of students and dates)
- Grade X Unit 1** (the unit, the lesson plans, & assessment)
- Grade X Unit 2** (the unit, the lesson plans, & assessment)
- Grade X Unit 3** (the unit, the lesson plans, & assessment)
- Grade Y Unit 1** (the unit, the lesson plans, & assessment)

The Log will be examined for grades twice. The grading of the Log will be based on a checklist.

- ___ Handed in on time
- ___ Organized
- ___ Up to date entries

Management Plan

Each student will submit a Management Plan that has four sections. The first will be a Rationale, followed by Interpersonal Connection, Monitoring, and finally a Behaviour Chart.

Rationale – This page will examine the importance of leadership in the classroom. Students could give examples of good and bad leadership and the consequences thereof. It should touch on how the student teacher will approach the coming practicum, what attitudes they will display and how they will prepare themselves with regard to managing or leading a class. In this section students will discuss the importance of “resetting” each day and what that might look like for them.

Interpersonal Connection – This section will examine how the student teacher will make the important interpersonal connections with each student in their class(es). There will be at least four examples of how the student teacher will endeavor to connect with his/her students.

Monitoring – This section will explain and give examples of the following concepts: (1) Scanning the room, (2) Teacher "with-it-ness," (3) Whole class instruction, (4) One-on-one interaction, (5) Politeness, and (6) Remaining calm.

Behaviour Chart – This chart will examine examples of low, medium, or high misbehavior with the corresponding action by the teacher. The graph should have three columns the first indicates the level (eg. low), the second gives the example of the misbehavior, and the third gives the teacher action. There must be minimum 4 examples of low misbehavior, minimum three examples of medium misbehavior, and minimum two examples of high misbehavior.

Unit Plan

Each student will submit a unit plan. This should be a unit that you might teach in your practicum.

A unit is a series of lessons dealing with a certain topic dramatic form or theme. Each lesson should build on the skills and information of the preceding lessons. In creating a unit a drama teacher often takes into account: (a) the program of studies, (b) the students' previous knowledge and skills, (c) print and non-print material available, (d) space available, (e) safety, (f) school particulars, and (g) potential integration with other subjects.

Required Components for the Unit Plan

- **Title Page** – name of unit, grade level, subject area, course, potential dates, school, and your name.
- **Table of Contents** – a clear indication as to how the unit plan is organized with references to specific pages (including appendices).
- **Rationale** – a statement indicating the reasons for this unit. Please make sure that you note that performance is important in our society, for example, being able to stand straight, speak clearly, with confidence is a valued commodity in our world. You will want to make reference to the Teacher Resource Manual (TRM). The rationale should cover why this could be applicable to the students and how the students outside class may use the skills they develop.
- **Unit Objective and skills required to achieve the objective.** Indicate what the unit is working toward; what is the culmination/objective of the unit. Clarify the top 5 to 8 skills that you expect that the students will work on in this unit. These are the skills that you believe that your students will work on and need in order to be successful. Indicate which lessons the students will develop these skills.
- **Unit Overview** – briefly describe all lessons in this unit. For each lesson indicate the primary objective (aim) of the lesson, a short list of the games or activities planned, and which learner expectations you are focusing on. For example:

Lesson Objective (bold print)

Activities (regular print)

Learner Expectations (italics)

ORIENTATION UNIT OVERVIEW (sample)

Lesson 1 –

TSW introduce their neighbor.

Chat, Name game Who's your neighbour? Freeze game, Introduce neighbour

Orientation (Junior High) 1, 2, 4

Lesson 2 –

TSW play Twizzle correctly.

Name game, Name 6, Quickdraw, freeze game, Twizzle

Orientation (Junior High) 1, 2, 4, 5, and 6

- **Two sample lesson plans.** It is recommended to include the first two lessons of the unit.
- **Assessment** – Indicate how you plan on assessing student progress and achievement in this unit. Include examples of checklists, rubrics, tests, or other marking tools.

- **Bibliography** – Indicate which resources you used to create this unit, for example; web sites, books, journals, videos, other unit plans, etc.

It is expected that this document will become a part of your portfolio therefore it should be typed and free from spelling and punctuation errors. It should be neat and well organized.

Unit Plan Rubric

- A** Complete, well organized, no errors, and neat/typed
- B** Missing one section or poorly organized, or poorly typed
- C** Missing two sections or badly organized or not typed
- D** Missing three sections or very badly organized
- F** Nothing handed in

Portfolio

Students will be required to create a showcase portfolio. Much like citing sources in an academic paper, you should provide backup to statements you make about yourself. Consider focusing your Portfolio around the Teacher Quality Standard and the accompanying Knowledge, Skills, and Attributes (KSA). Indicate that you have met one of the KSAs by including a document with a rationale explaining what the document is and how it meets the KSA. You want the reader to know something about you but it is not enough that you say it. If you say that you can plan effective lessons, provide a lesson plan that supports your statement. If you have a document where someone else supports your claims and then please provide this document.

The portfolio should be neat and organized. It should have a title page, CV, table of contents, a section that indicates teaching competence, other sections that show you are able to create lesson plans, unit plans, and year plans. It should have a flow and be easy to read. Please consider connecting your portfolio to the Teaching Quality Standard. Your portfolio should become a document that supports your eventual teacher certification.

Other suggested sections may be for academic work, directing, or performance competence.

- You are building a showcase portfolio that should highlight your abilities. Prospective employers (superintendents) are the eventual audience for these.
- You must think about your portfolio from a hiring superintendent's point of view.
- It must be neat
- It must be organized.
- The sections must clearly show that you have certain skills. What skills do superintendents want to see in prospective teachers?
- You must show that you can create lesson plans and assess student's work.
- You must show that you have content knowledge.
- Other important points you should clearly indicate include: (1) your ability to get along with other staff, (2) solid classroom management, (3) ability to work hard, (4) that you can work successfully with children, and (5) your ability to achieve success.
- You must include a rationale for each entry. Sometimes you might use one rationale that covers a number of pages but you must be specific such as "The following seven pages are an example of how I can create a unit plan." Hiring committees are VERY busy. They do not have time to try to figure out why you have included certain documents. You must make this clear, for example; "This certificate shows that I" or "I am including this to show that ..." or "This is a _____. This shows that I have ..." or "This letter is from my Teacher Associate in my first round of student teaching. She indicates that" Please make it easy to connect the rationales with the artifact.
- Include goals for PSII.
- If you include your PSI goals consider reflecting on the goals so you show that you can not only create goals but also reflect on them.
- It is not good enough to just throw all your papers into a binder and hope that the superintendent (or I) will be impressed. You must state the importance of each section clearly. If you do not have a solid rationale for including a document, then do not include it.

- Please do not include notes that say things like “I will include a letter of reference when it comes.” I can not mark what may be, only what is. If you have not received certain documents do not include blank pages that take the place of the missing item.
- Please make sure you proofread the documents and rationales carefully. Documents with poor grammar, spelling, and punctuation should be removed.
- Make sure that important documents such as your Summative Reports or your Unit Plan are easy to see. If you are using plastic sleeves don’t put the entire document into the sleeve as taking it out is difficult. Exceptions include a script you created, a second unit plan, a third lesson plan, etc..
- Your Summative Reports are extremely important. Only include the Formative Reports if they say something that the Summative does not.
- Consider a table of contents at the beginning and another at the top of each section.

Showcase Portfolio Rubric

A: Complete, well organized, no errors, and neat/typed

B: Missing one section or poorly organized, or poorly typed

C: Missing two sections or badly organized or not typed

D: Missing three sections or very badly organized

F: Nothing handed in.

Test

This test will have multiple choice type questions. It will deal with (1) material covered in class plus (2) pages 1-190 in the Junior High Teacher Resource Manual, (3) pages 1-268 in the Senior High Resource Manual, and (4) pages 2 to 9 from the Elementary Drama Curriculum Guide. There may be material from this course outline and from class notes as well. The test will be closed book format. **Examples:**

Multiple Choice

- 3) An element of character reflecting the degree of dominance or submission is:
 - A. Status
 - B. Levels
 - C. Critique
 - D. Operative Word
- 4) The authors of *Improvisation: Learning Through Drama* is:
 - A. Spolin and Heathcote
 - B. Booth and Lundy
 - C. Sills and Johnstone
 - D. Wong and Wong

Attendance / Participation

ON TIME ATTENDANCE is expected in this course. An important component of theatre and teaching is commitment and reliability.

Attendance/Participation Rubric

- 5/5 Student attends all classes and arrives on time.
- 4/5 Student arrives late for a class
- 3/5 Student arrives late for two classes or misses a class
- 2/5 Student arrives late for three classes
- 1/5 Student arrives late for four classes or misses two classes
- 0/5 Student arrives late for more than four classes or misses more than two classes

GRADING

<u>Excellent</u>		<u>Good</u>		<u>Satisfactory*</u>		<u>Poor**</u>		<u>Failing</u>	
96 - 100	A+	81 - 85	B+	67 - 70	C+	57 - 59	D+	<53	F
90 - 95	A	76 - 80	B	63 - 66	C	53 - 56	D		
86 - 89	A-	71 - 75	B-	60 - 62	C-				

**Note that although a "C" represents a passing grade in any particular module, students are required to maintain a 2.5 average in their professional semesters. **Note also that a "D" is an unsatisfactory grade for your professional semester and will likely lead to your being asked to withdraw from the program.*

LESSON PLANNING

Lesson planning is the process of generating ideas, clarifying lesson focus, adding activities, and removing activities. It requires professional reflection, setting priorities, deciding what to teach and how to teach it. It is important that lessons have an understandable "build." Consider making sure that your plan has a series of "baby steps" to insure a smooth progression. For pre-service teachers a rigorous and systematic approach to planning is very important.

It is also important that a lesson plan structure be found that has a professional appearance, format, and a solid organization. You must be able to use it easily in a word processing program or neatly written when computers are not available. How the lesson plan is structured is not as important as what the plan has. For this course you must have in each lesson plan:

- (1) general information (subject, topic/unit, grade level, materials, etc);
- (2) objective (intended learning outcome – ILO);
- (3) procedure (set, development, closure);
- (4) assessment (must be connected to objective); and
- (5) self-reflection.

At this stage it is important that detailed lesson plans be used. Generally plans should be approximately two pages in length.

BUILDING A LESSON PLAN

Following is a method of creating a lesson plan. The Teacher Resource Manual can be a great aid at any of the following steps, for example, it can give you ideas on what your culminating idea could be or what skills students of your chosen grade should gain.

- (1) **LESSON VISION** - Play with images of what you would like your students to look like, be able to do, or ideas you would like them to examine (skills gained).
- (2) **CULMINATING ACTIVITY** – Decide what the final activity will be.
- (3) **SKILLS** – What skills must the students have in order to successfully complete the culminating activity?
- (4) **ACTIVITIES** – What potential activities could the students engage in that could deal with / teach them some of the required skills?
- (5) **WARM-UP** – What short game/activity could introduce the lesson ideas and get the students moving?
- (6) **OBJECTIVE – EVALUATION** – Decide on what you want to see/feel and then decide on how you will know you have seen/felt it.

- (7) FILL IN THE BABY STEPS – Tweak the entire lesson. Make sure the activities flow in easy "do-able" steps. You may have to add or remove activities. You may have to split activities into parts so as to allow a build with "baby steps."
- (8) FILL IN THE LESSON PLAN FORM – Make sure that all the pieces are in place e.g. materials, what will happen in the next lesson, etc.. This is a form of "mental dress rehearsal."
- (9) REFLECTION – This should occur all along this process but especially at the end.

Lesson Plan Structure 1

Date	Teacher
Subject	Unit
Goal	Grade
Materials	
Objective	
Background information	

(Teachers notes in italics or brackets)

Time

Introduction

Set

Activities

Closure

Evaluation - How will you know the children have attained the objective(s) set for this lesson?

Follow up - What will the students do next?

Art of Teaching - What specific area(s) of teaching will you be working on during this lesson and how will you know if you have succeeded?

****SELF-EVALUATION****

What would you do differently next time to improve this lesson? What went well that you should build on?

BUILDING A UNIT PLAN

Following is a method of creating a Unit Plan. The Teacher Resource Manual is very important in this process.

- (1) **UNIT VISION** - Play with images of what you would like your students to look like, be able to do, or ideas you would like them to examine (skills gained). This should include examination of the Teacher Resource Manual.
- (2) **CULMINATING ACTIVITY** – Decide what the final activity of the unit will be.
- (3) **SKILLS** – What skills must the students have in order to successfully complete the culminating activity.
- (4) **LESSONS** – How could you break down the above-mentioned skills into lessons? Play with the number of lessons and the content in the lessons. Try to move from easy to difficult and try to build on previous knowledge.
- (5) **PICTURE** - Create a graph / diagram / image so that you can "see" the unit.
- (6) **GOALS OBJECTIVE – EVALUATION** – Decide on what you want to see/feel and then decide on how you will know you have seen/felt it.
- (7) **PUT THESE IDEAS INTO A COHESIVE UNIT PLAN FORM** – Make sure that all the pieces are in place.
- (8) **REFLECTION** – This should occur all along this process. Some questions that you could play with include What is the value of this to the student? the school? the community?
How could I justify this to an administrator or a belligerent student or a concerned parent?

EDUCATION 3601 IN A NUTSHELL

Basic Assumption

As a teacher you are in essence saying to your students "You are here to learn – I am here to help you learn. – I am in charge – I am responsible for the learning that goes on here. When I am teaching – my right to teach and to maintain order is mandated by the Provincial Government."

Engaging Lessons

Lessons that engage, motivate, and interest the students will solve 95% of the management problems. Insure that there are high levels of student success. That is, it is your job to find out what kind of lessons will work with the classes your instruct.

Procedures And Routines

Procedures are how things are to be done in the classroom. It can maximize learning and minimize disruption because students know what they are to do. Students who do not know what to do WILL eventually cause problems for you. Procedures must be planned, structured and well thought out. You must teach the procedure, rehearse the procedure, and reinforce the procedure. An important part of a positive climate is your interpersonal connections with the students. Make connecting with the students a part of the class routine.

TIPS FOR PSII

- ❖ Be ready before the students arrive. Greet them at the door.
- ❖ Have an attitude of “I can hardly wait to try this lesson with you because I think it will be especially relevant and exciting for you.”
- ❖ Get ready to undergo personal change. A teacher plays many roles that may not be comfortable at first.
- ❖ Have an attitude that the faculty here and your teacher associates have valuable information that you need in order to succeed.
- ❖ Work hard. A big part of working hard is finding out what it is that you have to work hard at. Build your lesson plans and then run them in your head. Make sure (a) you know the rules of all the games you are going to play, (b) you can clearly remember and are happy with the flow of the lesson, and (c) you have a good handle on your transitions.
- ❖ Build up your arsenal of units by (a) getting them from fellow students, (b) getting them from your teacher associates, (c) reading relevant books, and (d) attending conferences.
- ❖ Allow your heart to grow.

From Teacher-Focused to Student-Focused Classroom

Focus mainly on individual work

Teacher centered class

Make goals and deadlines short and definite

Written evidence of learning

Have definite and consistent rules

Create procedures for how things get done in the class (it is procedures that set the class up for achievement to take place)

Explain then rehearse and reinforce the procedures until they become routines.

Give step-by-step guidelines and instructions – baby steps

Give immediate feedback at each step in the form of assurance and encouragement

Acknowledge and display student work

Provide a variety of activities during the period

Incorporate physical movement often (even moving from spot to spot)

Use pictures and concrete materials

Get to work immediately

Capitalize on student’s interests

Begin with factual material before discussion

Leave students at the end of the period with a sense of satisfaction

Read aloud (increasing length of attention span)

Work toward creating a “safe” milieu

Frequent questioning to check for understanding

Move gradually from individual work to pair work to group work

Create situations in which success is probable not essential

Encourage cooperation

Provide non-threatening situations in which students can risk
Give group problems to solve
Move gently into situations in which they have to make decisions and take responsibility

Allow students to select their own places to sit
Allow choice from a variety of topics
Make deadlines longer
Allow students to create own deadlines
Allow more mobility
Negotiate freedom and decision making
Approach material from a more abstract or general level (discussion to facts)
Encourage and appreciate spontaneity
Student centered class
Learning comes not only from teacher