**Course Description:**
An intense exploration of artistic developmental theories in the context of imagination’s role in education and the creative process. A structured and practical use of art developmental theories in theatre educational practice and pedagogy. An overview of the grand theories of developmental of children from infancy through adolescence. Students understand and utilize developmental theory in curriculum and instruction, including special needs students while receiving an introduction to the EdTPA program.

**Required Textbooks:**
- Karl Aubrey and Alison Riley *Understanding and Using Educational Theories* 3rd ed.

**Course Objective**
Throughout the course, students will be introduced to the development of basic verbal and theatre arts artistic skills, to the special needs child in the theatre arts classroom, and explore theatre art careers at all grade and developmental levels with attention to the diverse classroom. In addition, students will be introduced to theatre arts assessment for developmental ages, and develop artistic and professional practices, expectations, and ethics in teaching.

**Learning Outcomes**

**Program Learning Outcomes:**
1. The candidate will develop and content (theatre) specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data driven assessment based on the needs of diverse students in a global and digital society appropriate for a theatre classroom setting.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings within a theatre classroom setting.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education and how they might present in a educational theatre setting.
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Student Learning Outcomes:

1. The candidate will analyze a history or critical issue in American Theatre Education.
2. The candidate will design and present a lesson related to an issue in American Theatre Education.
3. The candidate will critically analyze and evaluate current issues and research in American Theatre Education.

Texas Theatre Art Standards

The Standards
Theatre EC–12

Standard I The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills and appreciation in theatre. Theatre EC–12

The beginning teacher knows/ is able to:

- 1.1k content and performance standards for theatre that comprise the Texas Essential Knowledge and Skills (TEKS) and the significance of the TEKS in developing a theatre curriculum;
- 1.3k students' intellectual, social, emotional, and physical development and the significance of developmental factors for theatre education in grades EC-12;

Standard IV The theatre teacher understands and applies knowledge of design and technical theatre. Theatre EC–12

The beginning teacher knows/ is able to:

- 4.1k design principles and elements relevant to theatrical productions, the functions of design in theatrical productions, and design styles and their characteristics;
- 4.2k basic lighting and sound technology, equipment, and safety practices;
- 4.3k principles, elements, and techniques of lighting and sound design for a theatrical production;
- 4.7s analyze and safely apply basic techniques of theatrical lighting and sound production (e.g., skills for using color medium (gels), designing and reading a light plot and instrument schedule, selecting and designing sound effects and background music);

Standard V The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods. Theatre EC–12

The beginning teacher knows/ is able to:

- 5.7s analyze the role and influence of live theatre and dramatic media in U.S. society (e.g., prompting examination of ideas and values, enhancing multicultural and gender awareness,
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promoting self-awareness) and the emotional and social effects of theatre on individuals, communities, and cultures; and

- 5.8s use a variety of developmentally appropriate instructional approaches, activities, and resources (e.g., films, Web sites) to promote students' ability to appreciate, understand, and critically analyze theatre from different times, places, and cultures.

Standard VI The theatre teacher understands and applies skills for responding to, analyzing and evaluating theatre and understands the interrelationship between theatre and other disciplines.

The beginning teacher knows/is able to:

- 6.6s analyze the ways in which other art forms are used in theatrical productions;
- 6.8s provide students with varied, developmentally appropriate learning experiences that promote their ability to analyze, evaluate, appreciate, and construct meaning from theatre, film, television, and electronic media productions;

InTASC Model Core Teaching Standards and Learning Progressions

- **Standard #1: Learner Development**
  - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard #2: Learning Differences**
  - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard #3: Learning Environments**
  - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- **Standard #4: Content Knowledge**
  - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
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- **Standard #5: Application of Content**
  - The teacher understands how to connect concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Standard #6: Assessment**
  - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

- **Standard #7: Planning for Instruction**
  - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard #8: Instructional Strategies**
  - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Standard #9: Professional Learning and Ethical Practice**
  - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Standard #10: Leadership and Collaboration**
  - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Pedagogy and Professional Responsibilities Standards**

**Standard 1** The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

**Teacher Knowledge/ What Teachers Know:**
- 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups.
- 1.2k the implications of students’ developmental characteristics for planning appropriate instruction.
- 1.3K characteristics and instructional needs of students with varied backgrounds, skills, interests and learning needs.
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- 1.4K different approaches to learning that students may exhibit and what motivates students to become active, engaged learners.
- 1.5K cultural and socioeconomic differences and the significance of these differences for instructional planning.
- 1.6K appropriate strategies for instruction English language learners.

Standard IV The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Legal and Ethical Requirements and the Structure of Education in Texas:
- 4.15K policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

Code of Ethics

Texas Teaching Standards

Standard I The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge/ What Teachers Know:
- (TS2Cii) Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.
- (TS2Ci) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (TS2Biii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language and acquisition so that language is comprehensible, and instruction is fully accessible.
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### Course Requirements

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<thead>
<tr>
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<td>1. Exams (2)</td>
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<tr>
<td>2. Teaching Presentations (3)</td>
<td>(79.5-89) B</td>
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<tr>
<td>3. Case Study (2)</td>
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<td>4. Next Step Summit / UIL Events</td>
<td>(60-69) D</td>
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<tr>
<td>5. Developmental Notebook / Journal</td>
<td>(0-59) F</td>
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**Grading Policy**

**Exams (2) 30%**

Two Exams will be given covering lectures, vocabulary terms and reading material. No makeup exams are given for unexcused absences. (See section on Attendance for what qualifies as an excused absence.) Exams will include multiple choice/short answer questions along with some writing.

**Teaching Presentations (3) 30%**

Students will complete three teaching presentations with the inclusion of a lesson plan for the various developmental stages for a K-12 Student (Elementary, Middle, & High School). Students will participate in classmates' presentations as the “students” for the class.

**Case Study (2) 15%**

Students will be required to “meet” (virtually or in person) with two families with students from distinct backgrounds and complete a written case study on the families experience through their students current education placement.

**Next Step Summit / UIL Events 15%**

Students will participate in the Theatre Education Next Step Summit, defending their knowledge and skills in the Foundations of Theatre Education learned and built through this course. In addition, they will be required to participate in a leadership role at the UIL District One Act Play Competition at SFA.

**Development Notebook/ Journal 10%**

Assignments will be given throughout the semester as a reflective activity on learning. This will be the students record of all learning throughout the semester. Specific assignments will be given during each module to reinforce learning in that specific content area. Many of these assignments will allow students to interact with the new EdTPA program that students will be navigating through their certification process. This is a semester-long assignment.
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Student Responsibilities & Course Policies

D2L
All course information will be posted on the D2L course website, it is your responsibility to retrieve and refer to the files. Please inform the instructor if you have any difficulties posting or retrieving any files. Many projects will be submitted via D2L. EVERY submission to the D2L dropbox generates an email receipt. It is your responsibility to keep those receipts. If you do not receive a receipt for a submission, it is your responsibility to email the instructor BEFORE the project deadline about the problem. Internet connectivity problems or problems with D2L ARE NOT acceptable excuses for late work.

Attendance
Absences may negatively affect your grade. Students are allowed 2 absences over the course of the semester with no penalty. For each absence after two, students will be deducted two points from their final average. A student can fail this course due to poor attendance. Students experiencing extended illnesses, personal or family emergencies should contact the instructor as soon as possible and meet with the instructor immediately upon return. Documentation of extended illness or emergency will be required.

Tardiness
Attendance will be taken during the first 5 minutes of class. Anyone not in class by that time will be counted as tardy. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.

Guidelines for Class Discussions
Students are expected and encouraged to share ideas and thoughts in an open forum. All student contributions will be acknowledged and responded to respectfully and thoughtfully by the instructor and classmates. Students are expected to use appropriate terms and language within all course discussion. Divergent beliefs and worldviews are encouraged and may be shared. Respect for these differences will be maintained within the classroom.

Late Work Policy:
When an assignment’s scheduling affects other students (scenes with student actors and/or student audiences for example) it is never accepted late if the change of schedule might inconvenience or affect the work of others. Written work that must be completed in sequence to build for success on a complex project is never accepted late. Individual written assignments, such as critiques, may be accepted late at the instructor’s discretion, but the grade on the assignment will always be affected negatively (the later it is, the larger the penalty), and the instructor will always make it her top priority to be fair to students that submitted their work on time. Assignments are reduced by 10% for every weekday an assignment has not been handed in after the assigned due date.
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Contact Information
Students may ask questions by email or telephone. Appointments can be made outside of office hours pending availability. It is preferred that email be used for questions outside of class time. Do not expect that I will answer instantaneously, but know that all emails and phone messages should be answered within 24 business hours. I will not answer emails past 5:00 p.m. or on weekends unless deemed an emergency. I will only use your SFA email to contact you.

Please Note: I will not communicate with students over social media about class or assignment concerns. I will not discuss grades over email. To discuss any concerns, please make an appointment with me.

SFASU and School of Theatre Policies

SCHOOL ATTENDANCE POLICY:

I. It is University policy to excuse students from class attendance for certain reasons related to health, family emergencies, student working the University Series, and other situations of similar importance. Excused absences from theatre classes will only be granted upon presentation of written documentation from the teacher, sponsor or physician involved upon the first day of the student’s return. In the case of absences caused by university-sponsored events, inclusion in the university's public listing of such absences will constitute an official excuse. It is the student's responsibility to inform the instructor that he/she has scheduled the planned official absence.

II. A total of seven excused and/or unexcused absences in Tuesday - Thursday classes or 10 excused and/or unexcused absences in Monday - Wednesday - Friday classes will result in the student receiving a failing grade. Excessive unexcused absences will affect a student’s grade.

III. In the case of missed classes, the student will be held responsible for the successful completion of assigned work and/or projects. University Attendance Policy (excerpt): “…students are responsible for notifying their instructors in advance, when possible, for excusable absences… Students with acceptable excuses may be permitted to make up work for a maximum of three weeks’ worth of absences during a semester… depending on the nature of the missed work. Make up work must be completed as soon as possible after returning from an absence in accordance with the course syllabus.
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Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity (A-9.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.
Please read the complete policy and the appeals process at
http://www.sfasu.edu/policies/student_academic_dishonesty.pdf
http://www.sfasu.edu/policies/academic-appeals-by-students.pdf

Withheld Grades Semester Grades Policy (A-54)
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
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Student Evaluation
Course work will be announced in class and/or posted to the D2L. All work must be submitted on the due date to receive full credit for the course. To meet the course goals listed above, students will be assessed on their knowledge (specific criteria for each assignment will be provided prior to evaluation) in the following forms:

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices. Students with documented disabilities must meet with the instructor in advance of accommodations and exams to arrange accommodations for that disability.

Course Overview* THIS IS SUBJECT TO CHANGE

<table>
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<th>Course Topic</th>
<th>Reading</th>
<th>Due</th>
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<td>Thursday</td>
<td>1.18</td>
<td>- Course Introductions and Expectations&lt;br&gt;- Educator Identity Assignment</td>
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<tr>
<td>Tuesday</td>
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<td>- Standards</td>
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<td>- Professional Ethics&lt;br&gt;- Development Notebook Assignment #1 Details</td>
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<td>Tuesday</td>
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<td>- Are you a Teacher?</td>
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<td>- Working in a Diverse Classroom&lt;br&gt;- Case Study #1 Assigned</td>
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<td>- Piaget</td>
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<td>- Elementary Teaching Presentations</td>
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