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Scenario: Ms. Miller Facilitates Theatre Roles Skills Development

Source: [Technical Theatre III](#)

TEKS: Technical Theatre, HS

1(A), 1(B), 1(C), 1 (D), 1(E), 2(A), 2(B), 2(C), 3(A), 3(B), 3(C), 3(D), 4(A), 4(B), 4(C), 5(C)

Scenario Background

Theresa Miller's students assume leadership roles in one aspect of technical theatre in a school production such as costume design, makeup, lighting, or sound. Technical Theatre III students manage and supervise working crews, prioritize tasks, create work schedules, and assign duties to ensure the completion of tasks within the director's schedule. Each student completes final reports containing a self-assessment, recommendations for future study, and alternative strategies that could be used to alleviate some problems or enable future production crews to be more effective and efficient. Students are then evaluated by the director and teacher on the effectiveness and quality of work produced.

Performance Level: Proficient/Accomplished

Reinforcement:

Observed Evidence by Domain:

1. Planning

2. Instruction

<ul style="list-style-type: none"> • Lesson is sequenced and aligned to standards. • Lesson provides adequate time and closure. • Teacher probes students for prior knowledge and connects to background before introducing new concepts. • Questions encourage higher-order thinking. • Activities are aligned to purpose. 	<ul style="list-style-type: none"> • The lesson contains points where students are expected to take initiative for their own learning: <ul style="list-style-type: none"> ◦ Students take on specific roles and are responsible for completing specific duties. ◦ Student drawings on butcher paper convey students' ideas of symbols for their own stories. • Teacher conveys a depth of content knowledge. • Lesson connects to real-world experiences. • Teacher leads the lesson with opportunities for dialogue and discussion.
<p>3. Learning Environment</p>	<p>4. Professional Practices and Responsibilities</p>
<ul style="list-style-type: none"> • The lesson adjusts to meet student interests. • Students engage in relevant, meaningful learning. 	<ul style="list-style-type: none"> • Teacher conducts herself ethically in the classroom. • Meets all professional goals resulting in improvement in practice and student performance. • Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. • Advocates for the needs of all students in the classroom.

Summary

Ms. Miller's lesson on Technical Theatre Roles connects well to the TEKS taught and provides students opportunities to tap their interests in selecting leadership roles. The objectives are clear and Ms. Miller routinely questions students to check for understanding. Ms. Miller's lesson could be enhanced with additional clarity regarding student expectations. She could also enhance the lesson through offering questioning strategies that focus on deeper levels of learning, explicit connections to other disciplines (e.g., English Language Arts, Math, and Reading concepts such as the parts of a story). The lesson does not include specific strategies to meet different learning needs. Finally, the lesson needs explicit reference to the formal and informal assessment strategies Ms. Miller will implement.

Suggested enhancements from T-TESS:

1. Planning	2. Instruction
<p>Planning 1.1</p> <ul style="list-style-type: none"> • Strengthen the connection to real-world applications • Integrate technology <p>Planning 1.2</p> <ul style="list-style-type: none"> • Provide for substantive feedback to students throughout lesson <p>Planning 1.3</p> <ul style="list-style-type: none"> • Allow for opportunities for students to utilize individual learning patterns, habits, and needs • Provide students opportunities to use their knowledge to enhance their peers' learning experiences (beyond the director) • Connect students with opportunities to develop social-emotional learning <p>Planning 1.4</p> <ul style="list-style-type: none"> • Create opportunities for students to generate their own questions • Guide students in setting goals • Plan for more student-centered instructional groups 	<p>Instruction 2.1</p> <ul style="list-style-type: none"> • Provide opportunities for students to experiment and self-correct • Enable students to set written goals <p>Instruction 2.2</p> <ul style="list-style-type: none"> • Anticipate potential student misunderstandings • Strengthen technology integration and connection to real-world disciplines <p>Instruction 2.3</p> <ul style="list-style-type: none"> • Ask questions that are creative/evaluative and require deeper levels of student understanding • Use discussion to provoke and inspire curiosity about the subject matter <p>Instruction 2.4</p> <ul style="list-style-type: none"> • Provide differentiated instructional methods • Adapt lessons to individual student needs • Recognize where confusion or disengagement might occur and respond to students social/emotional needs <p>Instruction 2.5</p> <ul style="list-style-type: none"> • Continually check for understanding

	<ul style="list-style-type: none"> • Adjust instruction to maintain engagement
3. Learning Environment	4. Professional Practices and Responsibilities
<p>Learning Environment 3.1</p> <ul style="list-style-type: none"> • Consider how each group will receive supervision and feedback • Provide opportunities for every students to take active leadership in managing classroom routines, groups, and supplies (how do the students share responsibility, disrupt power dynamic of director) <p>Learning Environment 3.2</p> <ul style="list-style-type: none"> • Involve students in adopting and maintaining classroom behavior standards <p>Learning Environment 3.3</p> <ul style="list-style-type: none"> • Provide students more opportunity to reflect on collaboration with each other and the teacher 	<p>Since educators are not expected to demonstrate elements of this domain in the lesson, consider the following question:</p> <p>What kinds of professional learning might help Ms. Miller improve her teaching of this and other lessons?</p> <p>Professional Practices 4.1</p> <ul style="list-style-type: none"> • Model professional practices • Advocate for all students in the classroom and on campus <p>Professional Practices 4.2</p> <ul style="list-style-type: none"> • Set short and long-term goals • Implement substantial change in practice resulting in significant student improvement in performance <p>Professional Practices and Responsibilities 4.4</p> <ul style="list-style-type: none"> • Consider how and when the work will be presented to others in the school and community to: <ul style="list-style-type: none"> ◦ Develop collaborative efforts within the

	community to enhance student learning o Maintain systemic contacts with parents/guardians regarding each individual student's learning
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Enhanced Scenario

Theresa Miller's students assume leadership roles in one aspect of technical theatre in a school production—such as costume design, makeup, lighting, or sound. Ms. Miller provides a rubric with clear expectations for each role. Technical Theatre III students manage and supervise working crews, prioritize tasks, create work schedules, and assign duties to ensure the completion of tasks within the director's schedule. Students negotiate power dynamics and consider collaboration and ways of evaluating self and peers as well as teacher and director evaluation (assuming adult directors). Each student completes formative and summative final reports containing a self-assessment, recommendations for future study, and alternative strategies that could be used to alleviate some problems or enable future production crews to be more effective and efficient. Students are then evaluated by the director and teacher as well as completing self-reflection and evaluation on the effectiveness and quality of work produced.