

Observation Walk-Through Guides
For
Theatre and Media Communications I
August 2014

Attached are instruments for use in observation walk-through of Theatre and Media Communications I. The 15-minute and 45-minute walk-throughs provide a list of TEKS, course modules, and effective teaching practices that may be observed, and that can be used as the basis for discussion between teacher and observer.

While evaluation of a school's fine arts program depends on the philosophy and instrument used in the evaluation, this course and walk-through may provide evidence of the following important elements of a quality program:

- Number of students involved in fine arts courses
- Student-created electronic portfolios
- Use of technology
- TEKS-aligned instruction
- Effective teaching practices
- Curriculum fidelity

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For more information on the project and to look at the curriculum, please visit: www.txartandmedia.org

Teacher Name		Class Period	
Observer Name		Observation Date	
Observation Start Time		Observation End Time	

Curriculum. In a pre-conference, determine which module the teacher is currently teaching. Circle or check the observed activities in the module. Not all activities will be observed as there are multiple lessons per module.

Module 1	Module 2
<ul style="list-style-type: none"> ■ Explore the concept of self ■ Personal storytelling ■ Explore the elements of story ■ Relationship between visual images, text, story ■ Collaborative theatre warm-ups and digital media activities ■ Images and symbols shape understanding and experience ■ Social location and identify markers to visually map identities ■ Social location monologues, digital self-portraits 	<ul style="list-style-type: none"> ■ Explore dramatic action/pressuring ■ Create an open scene ■ Importance of drawing from personal experience to make meaning ■ Clearly communicate a character, situation, or story ■ Frozen images to capture dramatic action ■ Ability of musical text to make meaning ■ Create compositions ■ Understand the structure of dramatic scenes and scripts ■ Understand the elements that make strong compositions
Module 3	Module 4
<ul style="list-style-type: none"> ■ Oral history and interviews ■ Develop monologue based off oral history ■ Examine the playwright’s responsibility to the person who is used as the basis of a script ■ Connect and integrate monologues in groups into a multi-person performance piece ■ Incorporate creative elements including movement and compositional elements, digital media, and musical understanding 	<ul style="list-style-type: none"> ■ Explore how digital media and performance can bring about change in a community ■ Identify social justice topics to create an online blog ■ Combine performance and digital media skills to develop, perform, and record a personal story ■ Identify the qualities of good storytelling ■ Explore the power of story to effect social change ■ Compile a digital story using digital images ■ Relationship between images, story, and power

TEKS. Check or circle the observed activities. Each module is aligned with multiple TEKS, but not all will be observed.

TEKS (117.315. Theatre, Level I)	What you may see
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	<ul style="list-style-type: none"> ■ Practice warm-up and stage movement techniques ■ Express thoughts and feelings ■ Analyze characters in scripts ■ Define roles in collaborative relationships (between playwright, director, actor, technician, audience) ■ Understand value and purpose of listening, observation, concentration, cooperation, and emotional and sensory recall
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	<ul style="list-style-type: none"> ■ Demonstrate safe use of the body ■ Definite creativity related to personal expression (voice thoughts and feelings) ■ Employ effective voice ■ Use physical, emotional, social awareness ■ Create original scripts
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills.	<ul style="list-style-type: none"> ■ Operate technical elements (scenery, sound, current technology, publicity, etc.) ■ Perform roles (actor, director, editor, designer,

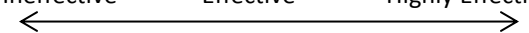
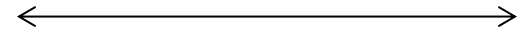
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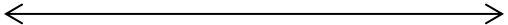
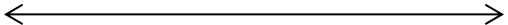
TEKS. Circle or check the observed activities. Each module is aligned with multiple TEKS, but not all will be observed.

TEKS (117.315. Theatre, Level I)	What you may see	Notes
(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	<ul style="list-style-type: none"> ■ Practice warm-up and stage movement techniques ■ Express thoughts and feelings ■ Analyze characters in scripts ■ Define roles in collaborative relationships (between playwright, director, actor, technician, audience) ■ Understand value and purpose of listening, observation, concentration, cooperation, and emotional and sensory recall 	
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.	<ul style="list-style-type: none"> ■ Demonstrate safe use of the body ■ Definite creativity related to personal expression (voice thoughts and feelings) ■ Employ effective voice ■ Use physical, emotional, social awareness ■ Create original scripts 	
(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills.	<ul style="list-style-type: none"> ■ Operate technical elements (scenery, sound, current technology, publicity, etc.) ■ Perform roles (actor, director, editor, designer, technician, etc.) ■ Demonstrate creative problem solving 	
(4) Historical and cultural relevance. The student relates theatre to history, society, and culture.	<ul style="list-style-type: none"> ■ Portray different times, places, and cultures ■ Relate historical and cultural influences ■ Identify the impact of theatre, film, television, electronic media on contemporary society ■ Identify U.S. contributions to performing arts 	
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical	<ul style="list-style-type: none"> ■ Analyze and apply appropriate behavior during live performances 	

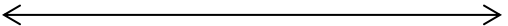
TEKS (117.315. Theatre, Level I)	What you may see	Notes
performances.	<ul style="list-style-type: none"> ■ Evaluate self as a creative being ■ Offer and receive constructive criticism ■ Evaluate live theatre, film, television, and other media ■ Use appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value ■ Explore theatre career and avocational opportunities 	

Curriculum. In a pre-conference, determine which module the teacher is currently teaching. Circle or check the observed activities in the module. Not all activities will be observed as there are multiple lessons per module. At the end of the observation, reflect on what you saw and indicate the effectiveness of the content of the lesson.

Module	What you may see	Notes and rating
Module 1: Exploring – Surveying the Landscape	<ul style="list-style-type: none"> ■ Discussion about the nature of truth and believability in theatre in media ■ Tools and skills to collaborate with their team and audience (e.g., body, face, voice, listening, non-verbal communication, storytelling) ■ Explore augmented reality and visual cues ■ Exploration of how images and symbols shape self and personal identity ■ Define social location and identify markers (students visually map their identify) ■ Create 3D images, sculptures, short scene ■ Change meaning in stories or performances ■ Communicate through electronic exchange (e.g., emails, text) ■ Relationship between visual image, text, and story ■ Conveying identify (digital postcards, monologues, self-portraits, voiceover) ■ Creating for a particular, intentional audience 	Ineffective Effective Highly Effective 
Module 2: Playing – Breathing “Life” Into Texts	<ul style="list-style-type: none"> ■ Dramatic action/pressuring ■ Drawing from personal experiences to make meaning ■ Using imagination to communicate a 	

Module	What you may see	Notes and rating
	character, situation, or story <ul style="list-style-type: none"> ■ Elements that make strong compositions ■ Capture dramatic action with images ■ Students make meaning, characters ■ Communicate dramatic action of a musical text 	
Module 3: Generating – Devising New Work	<ul style="list-style-type: none"> ■ Oral history interview ■ Review oral history transcripts, scripts, and theatre adaptations based on oral history ■ Conduct and transcribe interviews, develop into monologue ■ Connect oral history monologues into multi-person performance ■ Use of creative elements (movement, composition, digital media, musical underscoring) 	
Module 4: Digital Storytelling and Social Justice	<ul style="list-style-type: none"> ■ Impact of digital media, performance on the community ■ Research social justice issues ■ Create blog ■ Combining performance and digital media skills ■ Develop, perform, record a personal history ■ Identify qualities of good storytelling, power to affect social change ■ How photographs change the world ■ Exploration of the relationship between images, stories, and power ■ How to share their stories with an audience to create social change 	

Teaching Practices. Circle or check observed activities. Not all competencies will be observed in a short walkthrough.

Topic of observation	What you may see	Notes and rating
Instruction	<ul style="list-style-type: none"> ■ Teacher modeling ■ Scaffolding ■ Use of grouping ■ Re-teaching 	Ineffective Effective Highly Effective 

Topic of observation	What you may see	Notes and rating
	<ul style="list-style-type: none"> ■ Guided practice ■ Student practice (with teacher monitoring, teacher leading, or independent) ■ Differentiation 	
Discussion and Student Participation	<ul style="list-style-type: none"> ■ Students actively participate ■ Teacher and student-led discussion ■ Teacher questioning (e.g. What if? How?) ■ Students are engaged, respectful, on-task, taking notes ■ Connection to “big picture” 	←—————→
Classroom Climate	<ul style="list-style-type: none"> ■ Teacher-student respect ■ Safe and positive environment ■ Students are respectful of one another ■ Sense of community ■ Classroom norms promote positive teacher-student and student-student relationships ■ Visuals support learning 	←—————→
Culture of Achievement	<ul style="list-style-type: none"> ■ Enthusiasm and dedication for learning ■ Persistence in tackling activities and material ■ Relationships that drive learning and effort ■ Students focus on and are engaged with teacher and activities 	←—————→
Student Progress Toward Mastery	<ul style="list-style-type: none"> ■ Teacher checking for understanding ■ Timely and relevant feedback for students and teacher ■ Student explanation of what was learned ■ Students challenged to apply and extend learning 	←—————→
Classroom Management	<ul style="list-style-type: none"> ■ Structure and routines are established and evident ■ Positive behavior is reinforced ■ Teacher monitors ■ Students know what is expected of them behaviorally and academically ■ Students share responsibility 	←—————→

Summary

Highlights

Recommendations

Additional Comments