

As an effective teacher, I try optimize my theater and classroom for student success. I allow students to learn a variety of cultures, expressions and literature through famous plays and musical theater. Theater allows a student to feel confident and comfortable with themselves while learning to perform for others. I offer creative content to my students daily while having them write, produce, and develop their skills with the help of other classmates.

My students are in the secondary age(14-18). It is important to prepare these students' understanding that they are in the last stage before becoming an adult. I do many role playing excercises that help them prepare for this in my theater class. I try to expand my student's social influences by allowing them to express themselves as individuals. Preparing and rehearsing theater characters allow them to act out and learn from these characters and roles that often times relate to adult issues!

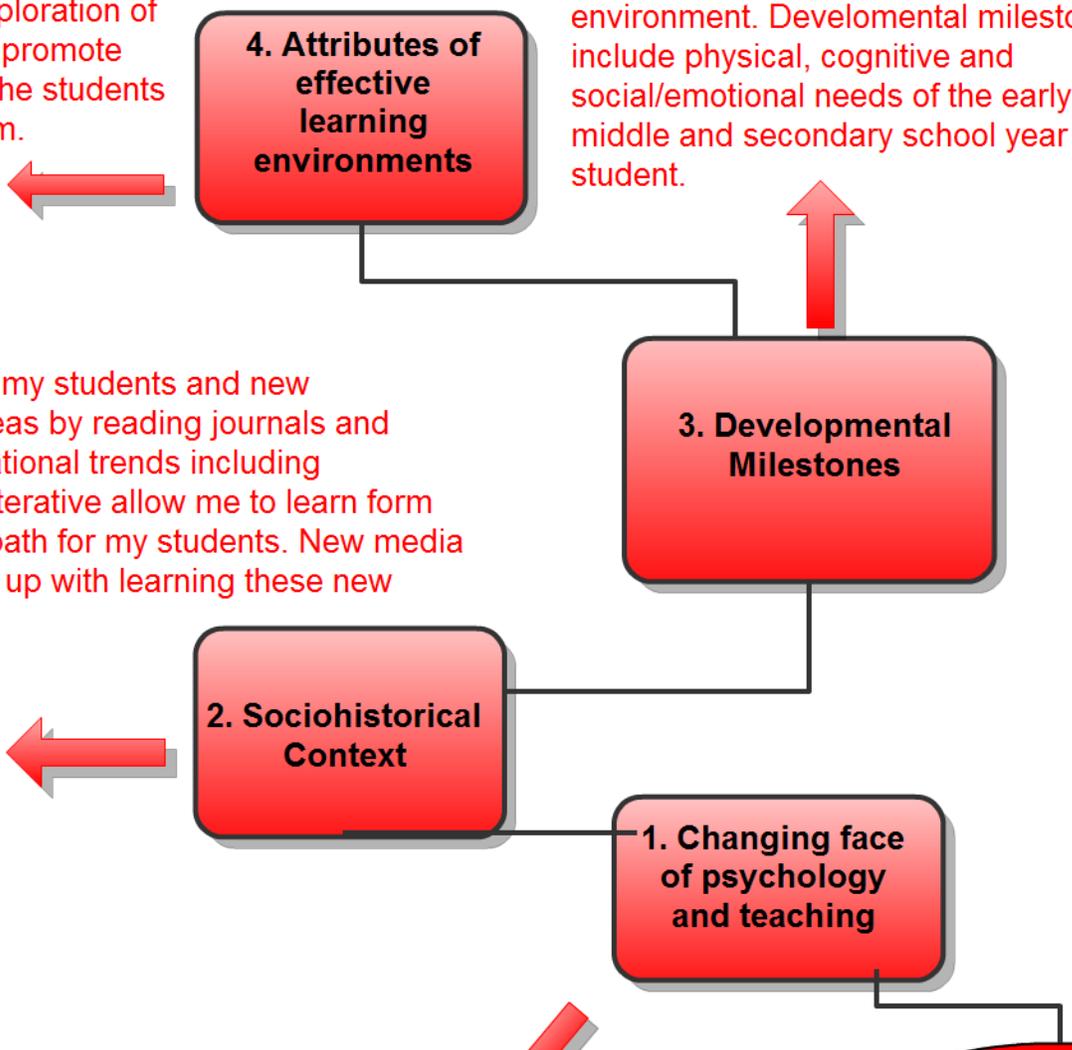
Effective learning environments promote safety, security, richness, encourage engagement, expose experiences, support exploration of individual interests, and promote creative processing for the students involved in the classroom.

Understanding developmental milestones of the students will allow a teacher to prepare the child in a stimulating and productive environment. Developmental milestones include physical, cognitive and social/emotional needs of the early, middle and secondary school year student.

I try to "keep up to date" with my students and new educational practices and ideas by reading journals and attending conferences. Educational trends including incremental, stationalry and iterative allow me to learn form the past while changing the path for my students. New media information allow me to keep up with learning these new trends in the classroom.

Teachers must understand the trends in education and society of the past to help guide the present and future for their own students.

Psychology and teaching have undergone many transitional stages in the past 100 years. These changes in the classroom include several important trends. Today educators need to understand the learner and learning process of their students.



Module 1A and 1B
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Prior Knowledge: Matriach of knowledge including how one interprets, perceives, knows and believes and performs.

Strategies: I must build theater knowledge/performance skills from year to year where as my advanced students are selected based on their prior year's theater knowledge and beliefs to be able to help out beggining students.

Specific Scenarios: I can achieve this concept by pairing beginning students with advanced in helping out with performance monologues and script character analysis.

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Situation: to change the minds of student's conceptions and beliefs.

Strategies: My students are put into my classroom by the councelors and have many conceptions about theater and the type of student required to be part of a theater class. I had to persuade many that they can contribute and be successful in the theater class.

Specific Strategies: I will achieve this concept of persuasion of certain students by allowing them to use an area of interest: lighting, sound, set design, communications, actor, or publicity. Each job is important to the overall theater department and production. The show and work do all the persuasion, as it does not take long for students to see all the work required by all.

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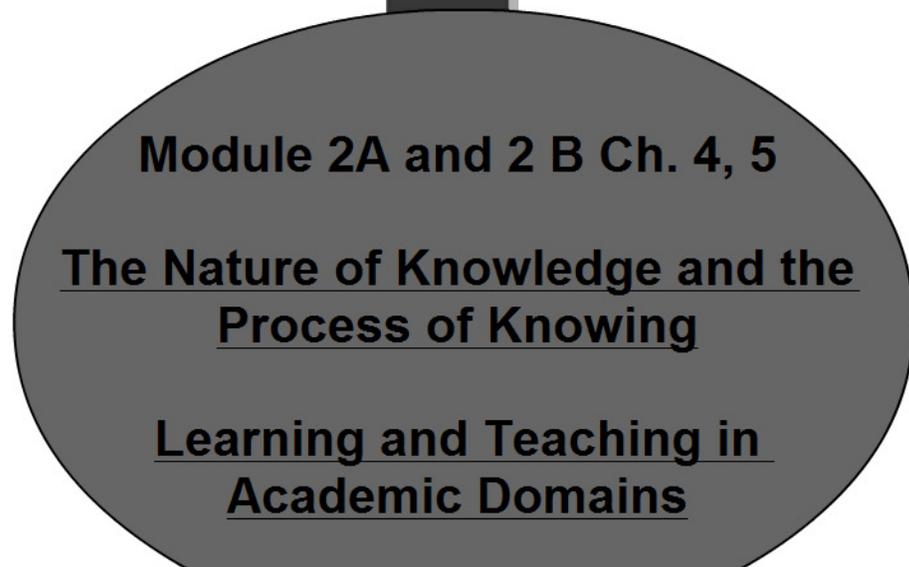
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Prior Knowledge

Idiosyncratic Knowledge

Persuasion

Transfer of Knowledge



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Knowledge is idiosyncratic: The differences
against a classroom including how students:
interpret, internalize, information based on their
knowledge and background.

Strategies: I will need to create a classroom
understanding that we all come to the classroom
with outside issues and beliefs that affect learning
and performing. These can be assets to theater
teachers.

Specific Strategies: My theater class can learn
about these differences by sharing and observing
others performances and writing scripts
about their differences and struggles.

Transfer of knowledge: Main focus of all
classrooms includes students to apply
their understanding to other context and situations.

Strategies: My students need to commit to the
concept of rehearsal techniques learned will
help them with performance. What they do in
the rehearsal time should transfer to the stage
performance. Practice makes perfect and this
should transfer to the stage.

Specific Strategies: My strategy to help
beginning students develop the productive
learning technique involving transfer will need
to include everyday practice of certain
monologues and performance on the stage in
front of an audience and watch the growth. This
can be achieved by student and teacher
feedback and allowing video recording of the
performance.

Strategies:
solve problems
specific.

Strategies:
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Problems: Specific techniques that are used to solve problems which can be general or domain specific.

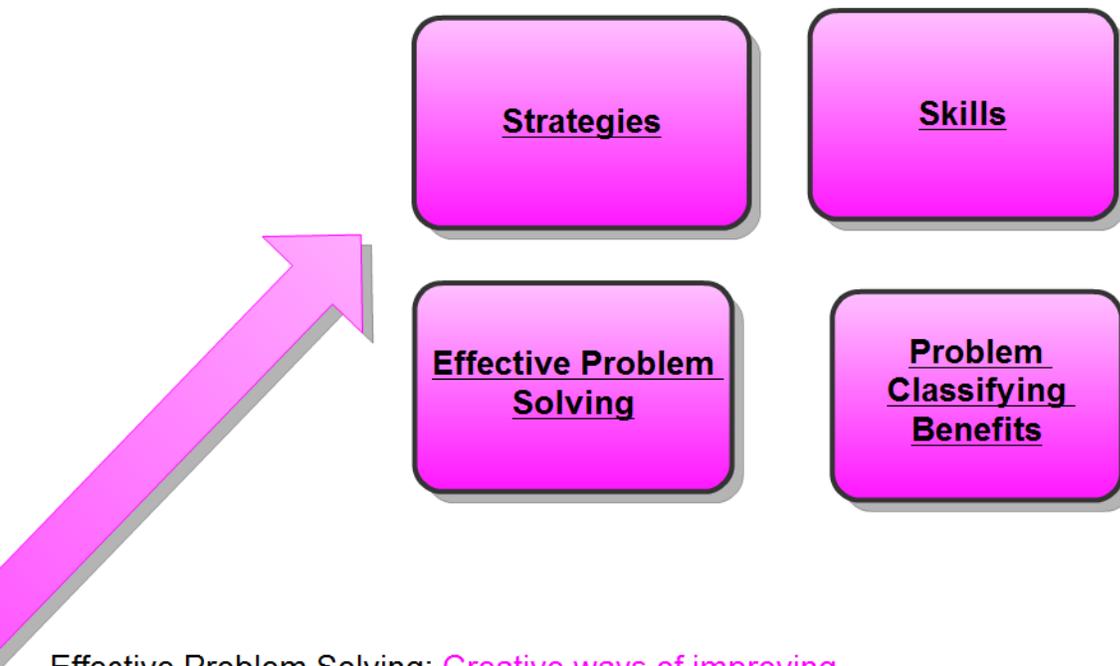
Strategies: I need to build theater performance strategies from year to year so all students learn to solve specific domain problems: memorization, memorization, and specific breathing strategies for stage.

Scenarios: I can achieve this concept by beginning students with advanced in theater but with performance monologues and character analysis. Practicing breathing techniques will be required of all theater students in the workshops.

Skills: Special procedures that have become habit through study or routine practice often acquired over time. Understanding these skills enhance future performances.

Strategies: I will need to create a classroom strategy where all students learn the routine of "practicing" skills over time to enhance performance and overcome any stage issues. Students must understand prior theater skills like improvisation and characterisation before first stage rehearsal.

Specific Strategies: My strategy for enhancing skills in the classroom require practicing the memorization technique which will allow confidence on the stage.



Effective Problem Solving: Creative ways of improving student thinking established by George Polya teaches students to: Understand the Problem, Devise a Plan, Carry out the Plan, Examine the Solution.

Strategies: When my students learn the Polya technique of problem solving they will generally be able to solve all kinds of issues including general and theater work. All students must be aware of each step in order to be able to solve problems.

Specific Strategies: I will achieve this concept of problem solving by making sure all theater students understand the issues that could arise in specific theater situations

Problem Classifying Benefits: The focus of classifying problems for students and teacher alike so students learn and help understand how and why

Strategies: My students taking risks and problem help out many of them. many students learn self-assessment on the character.

Specific Strategies: My beginning students develop of acting and get them to presenting improves and helping them with risk taking

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Benefits: The main
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velop a love for the art
to participate early in
d theater work
taking benefits.

Understanding Cog Social/Emotional De

I get to know my students and their environment around them by having them share their interests. I attend many workshops to learn new teaching strategies that can help me in the theater class. The use of technology is important to students and I try to use this to learn about them through a classroom theater blog.

Self- Actualization - Optimal human state focusing on Growth Needs rather than Deficiency Needs

<u>Deficiency Needs</u>	<u>Growth Needs</u>
Fundamental human wants or needs	Complex, self-enriching needs

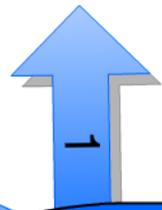
1. Maslow's Hierarchy of Needs

2. Work Avoidant Goals

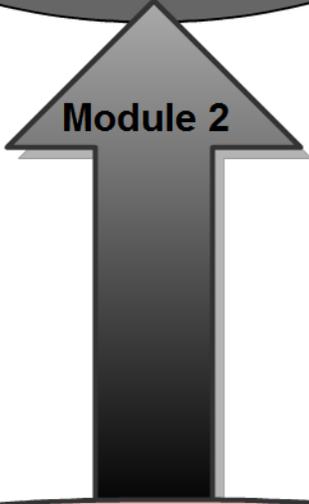
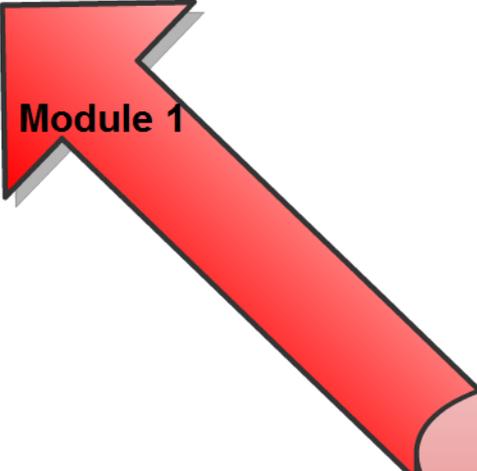
Motivation goal where students work with the least effort

Module 4A and 4B Ch.
Motivation and Learning: C
the Experience
The Role of Student Be
Learning and Achievr

3. Self Efficacy



**Cognitive and
Development**



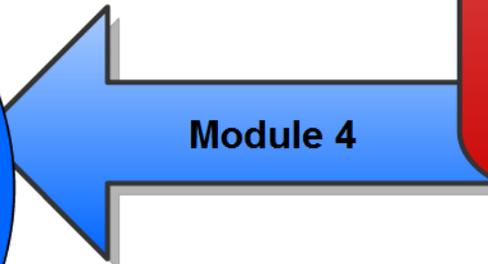
Psychology of Classroom Learning
Dr. Cao

Teaching Theater Effectively to High School Students

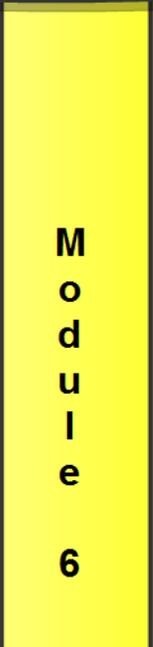
Teacher: Barry Thibault

Douglass High School Atlanta, GA.
School District: Atlanta Public Schools
Grades I Teach: 9,10,11,12
Economics: Title 1 School

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Optimizing
beliefs in
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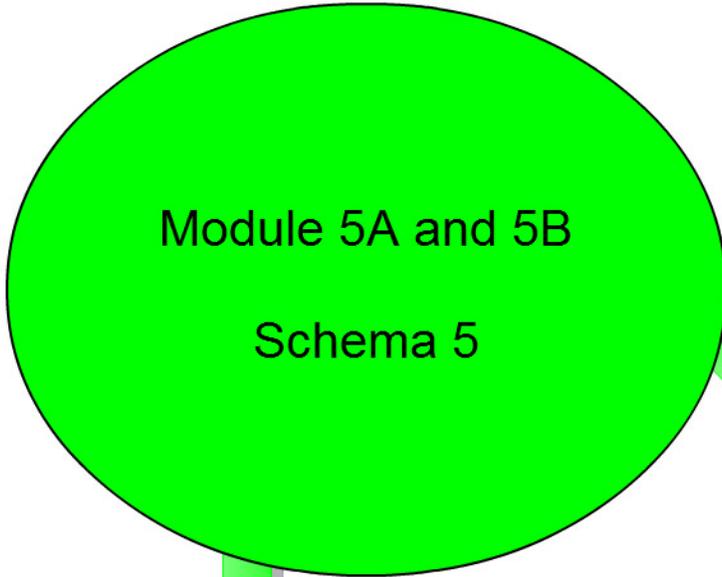


**4. Student
beliefs based on
effective praise**



Strategic Learning and Strategic Teaching
Profiling Problem Solving in the Classroom

Module 3



Module 5



the issues that could arise in specific theater situations
ie: What to do if you forget your lines on stage?
Understanding the benefits of improv..

