THED 697: Action Research II (3 credits)

Prerequisites: THEA 600, 670, 530, 540, 560, 680, 690, 531, 541, 561, 690

Course Description:
In this course, students will complete an action research project begun in THED 696 by drawing conclusions and discussing implications. They will submit final reports to graduate committees.

Course Goals:
1) To complete the report on the action research project.
2) Use teacher research to refine professional judgments, improve classroom practices and contribute to curriculum development.
3) Advance understanding of teacher inquiry in K-12 Drama and Theatre Art Education as an integral part of the teaching and learning processes during one’s professional’s career.
4) Value critical reflection as a basis for making reasoned decisions about one’s teaching practices.
5) To strengthen skills in research and writing.

Course Objectives: Students will…
1) Complete the action research report.
2) Articulate their theories on classroom practices.
3) Discuss research with their cohort and other colleagues to validate their findings and interpretations of data.
4) Submit final action research reports to graduate committee for approval.

Outline of Course Content:
(Some content items taken from The Action Research Guidebook by Richard Sagor)

Pulling the findings together
  Completing the deadline draft
    Interpreting the findings, thoughts, reactions
    Discussing why and how interpretations were made

Modifying your theory of action
  Reflecting on your findings
  Drawing conclusions and determining implications
  Turning your findings into educational recommendations
  Brainstorming and soliciting action alternatives
  Completing the cycle-revised theory of action

Sharing the final action research reports
  Common issues
  Formats for reporting
    School staff
    Publishing in educational journal or Internet web site
    Presenting at an educational conference
Course Requirements:
1. Complete the online reading assignments each week.
2. Online discussions and assignments
3. Submission of final action research report to graduate committee for review and feedback (specifics provided separate from this syllabus)
4. Submission of action research report to a reputable educational journal (specifics provided separate from this syllabus)
5. Read additional selections as indicated by instructor.

Method of Evaluation:
Online discussion and assignments: 20% of course grade
Final action research report: 40% of course grade
Action research report for publication: 40% of course grade

Grading Scale: A=93-100  A-=90-92  B+=87-89  B=83-86  B-=80-82  C+=77-79  
C=73-76  C-=70-72  D+=67-69  D=63-66  D-=60-62  F=0-59

Grade of A – All requirements thoroughly and exceptionally completed. Creative and original ideas are evidenced.
Grade of B – One or more of the listed requirements is missing or not adequately completed. The assignment is prepared at above average standards.
Grade of C – There is evidence that an effort has been made to prepare the assignment; however, the requirements were marginally realized.
Grade of D – The assignment was turned in, but is below required standards.
Grade of F – The assignment does not meet any of the requirements.

Texts:

Important Information:
1) Apply for graduation and send the form to your advisor to sign by TBA! [http://www.unco.edu/grad/forms/deadlines.html](http://www.unco.edu/grad/forms/deadlines.html)

2) Check out the Graduate School website for additional details concerning how to submit your final thesis manuscript, forms that need to filed and signed, all deadlines, thesis costs, etc.

2) All written documentation is due to your advisor by TBA or earlier (preferred) – additional deadlines will be set by your advisor, and to the Graduate School on TBA. It should be submitted in MLA format 7th edition, with the additional requirements from the Graduate School clarified below.
NOTE: Students MUST USE Microsoft Word 2010 (PC) or 2011 (Mac) for their thesis document. For each draft, you MUST use track changes so that your instructor can see the changes you made. Instructors will not read documents that do not contain the use of track changes.

WHEN YOUR THESIS ADVISOR MAKES CORRECTIONS TO YOUR THESIS DOCUMENT, THESE CORRECTIONS ARE NOT AT OPTION; THEY ARE REQUIRED. IF YOU DISAGREE WITH THE CORRECTIONS, MAKE A CASE TO YOUR ADVISOR AS TO WHY YOU DISAGREE. ALSO, maintain a calm, professional attitude, problem solve first yourself, have someone look at/edit your work before you submit it to your advisor, meet all deadlines required by your advisor, and if you have formatting or computer issues, seek help from someone other than your advisor first. Your advisor’s main purpose is to evaluate the content of your thesis, and should not serve as your primary editor.

Disability Support Services: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC Policies: UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)

Evaluating Colorado Teachers Standards (August 2012)

**Quality Standard I:** Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

**Quality Standard II:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

**Quality Standard III:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

**Quality Standard IV:** Teachers reflect on their practice.

**Quality Standard V:** Teachers demonstrate leadership.
Colorado Academic Standards for Drama and Theatre Arts

1. Create
The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.

2. Perform
The theatre process is a product of the knowledge and essential skills gained in the study of theatre toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

3. Critically Respond
An informed literacy, thoughtful critique, and cultural research are key aspects of theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

Standard Grade Level Expectation:
High School – Extended Pathway

1. Create
1. Character development in improvised and scripted works
2. Technical design and application of technical elements
3. Ideas and creative concepts in improvisation and play building
4. Creation, appreciation, and interpretation of scripted works

2. Perform
1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences
2. Technology reinforces, enhances, and/or alters a theatrical performance
3. Direction or design of a theatrical performance for an intended audience

3. Critically Respond
1. Contemporary and historical context of drama
2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions
3. Respect for theatre professions, cultural relationships, and legal responsibilities

High School – Fundamental Pathway

1. Create
1. Creative process in character development and script improvisation
2. Technical elements of theatre in improvised and scripted works
3. Expression, imagination, and appreciation in group dynamics
4. Interpretation of drama using scripted material

2. Perform
1. Communicate meaning to engage an audience
2. Technology reinforces, enhances, and/or alters a theatrical performance
3. Directing as an art form

3. Critically Respond
1. Analysis and evaluation of theatrical works
2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions
3. Respect for theatre, its practitioners, and conventions

**The National Council for Accreditation of Teacher Education (NCATE) Standards**

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

**Standard 2: Assessment System and Unit Evaluation**
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

**Standard 3: Field Experiences and Clinical Practice**
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**Standard 4: Diversity**
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

**Standard 5: Faculty Qualifications, Performance, and Development**
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Standard 6: Unit Governance and Resources**
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

**National Association of Schools of Theatre (NAST) Teaching Competency Standards for Theatre Education**
The theatre teacher is expected to understand the total contemporary educational program-including relationships among the arts-in order to apply theatre competencies in teaching situations and to integrate theatre instruction into the total process of education. Essential competencies are:

1. An understanding of child development and the identification and understanding of psychological principles of learning as these relate to theatre education;
2. An understanding of the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs;
3. An ability to assess aptitudes, experiential backgrounds, skills, and interests of individuals and groups of pupils, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively;
4. A knowledge of current methods and materials available in all fields and levels of theatre education;
5. An understanding of the principles and methods of developing curricula and the short- and long- term units that comprise them;
6. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum; and
7. An awareness of the need for continuing study, self-evaluation, and professional growth.