



RAISE PRACTICUM EXEMPLAR ACTIVITY TEMPLATE

Name: Chris EspinosaXYZ
Affiliate Organization: YA Abilene and YANET
Your Art Discipline: Theater

Title of Activity: The A.R.R.T. of Teacher Engagement
Exemplar Focus (choose one or two): ☐ Warmup Activity ☐ Reflection Activity ☒ Teacher/Paraprofessional Engagement ☐ Classroom Management
RAISE Connections (choose one): ☒ Social-Emotional Learning ☐ Healing-Centered Education ☐ Culturally Responsive-Sustaining Pedagogy
RAISE Principles (choose one or two): ☐ Community Grounding & Routines ☐ Creative Choice & Voice ☐ Emotional & Somatic Engagement ☒ Interpersonal Belonging & Relationships ☐ Reflection & Radical Imagination
Summary: <i>Please give a 1-2 sentence summary of the activity here.</i> This activity encourages teacher engagement through Ask , Reflect , Rejoice , and Take the Lead (A.R.R.T.).
Rationale: <i>In what situation(s) would you use this activity?</i> The A.R.R.T. of Teacher Engagement is used before the residency begins (pre-planning with the teacher) and throughout the residency: During the pre-planning session: <u>ASK</u> the teacher to co-teach and participate. Throughout the residency: <u>REJOICE</u> and <u>REFLECT</u> about the teacher's involvement during the sessions or debriefing meetings, as well as with school admin/officials anytime you have a chance to talk to them. Encourage the teacher to <u>TAKE THE LEAD</u> during any of the sessions.
Goals: <i>What are the goals for this activity? i.e., "Students will be able to..." or "Teachers will..."</i> Teachers will be able to Take the Lead with arts integration. They will feel more confident about teaching their students how to demonstrate their understanding of the subject matter through the art form.
Materials and Supplies Needed: - TA's Lesson Plan with the teacher's co-teaching designated. - The rubric for the art form.

Outline: *Please share a step-by-step outline of the activity. Please include your prompts or questions you will use.*

Step One: During the pre-planning session, ASK the teacher to take an active role or encourage them to step in and TAKE the LEAD:

- “On the second day, I will make the connection between their improvised scenes and writing a narrative (*specify subject/content*). Will you review the writing process before they start writing?” (*Add to the Lesson Plan. Do this for each co-teaching moment.*)
- “Sometimes I might say something that needs clarification. Especially when I use figurative language or unfamiliar vocabulary. Feel free to jump in. Interrupt me. It won’t bother me. I want to make sure the students understand.” (*This isn’t ASKING. It’s encouraging the teacher to take charge when they feel that their students might need more explanation.*)

Step Two: On the days with planned co-teaching designated in the Lesson Plan, remind the teacher of their part:

- “Today, after the students rehearse their scenes, they will start working on their narratives. That’s when you can review the writing process. I will choose one scene and model how to make connections between acting and writing. (*Encourage them to Take the Lead*) You can pick another scene and make similar connections.”
- “Today, is about character development. After the warm-up, you can start talking about character traits. Then we get costumes and develop characters using the traits they choose. You and I work with each group. (*Encourage them to Take the Lead*) Ask students to reflect on how they are using the character traits, and why.”

<<<< NOTE: Steps Three, Four, and Five can happen in any order. >>>>

Step Two: REJOICE and REFLECT **with** the teacher at any point throughout the residency. Celebrate moments when the teacher was engaged, especially when they were making the connection between the art form and the subject. The most effective times are when it happens or immediately following the session. (*These impromptu moments are short. The TA can always schedule a debrief session that will allow more time to REJOICE and REFLECT.*)

- “When you said, ‘If beekeepers use smoke to calm bees, think about what being calm means to you. If you were a bee, how can you **show** the audience, through a performance, what that looks like?’ That was a great reflection question to connect to the art.”
- “Thanks for jumping in to clarify what I said. Sometimes I use too much figurative language.” (*art form jargon or unfamiliar vocabulary*)
- If the teacher apologizes for taking over the lesson, “No need to apologize. The way this program works best is if the teacher takes charge (TAKES the LEAD). You’ll have to do it after I leave.”

Step Four: Whenever the principal, vice-principal, or any school official checks in with you, REJOICE and REFLECT **about** the teacher. Name specifics about the teacher's involvement:

- "I am so glad I'm working with TeacherName. I didn't realize how much I use figurative language (*art form jargon, or unfamiliar vocabulary*). TeacherName jumped in and made sure to define/explain what I said."
- "TeacherName took charge. They asked students to reflect on the subject matter (*specify subject/content*) and how to demonstrate it in their performance. TeacherName didn't tell them **what** to think; they inspired the students **how to think** and demonstrate their understanding through the art."

*(Be specific by using an example from a session. I might repeat to the principal what I said to the teacher, "In one of the sessions, TeacherName asked the students, 'If beekeepers use smoke to calm bees, think about what being calm means to you. If you were a bee, how can you **show** the audience, through a performance, what that looks like?' That was a great reflection question to connect to the art.")*

- "TeacherName understands that this work is about the connection between the art form and the subject. And that the students need to be engaged in creating art." *(After I say this, I work the Kennedy Center definition of Arts Integration into the conversation. Sometimes I say it in my own words. Most of the time, I repeat it verbatim:*

"Arts Integration is an APPROACH to TEACHING

in which students construct and demonstrate

UNDERSTANDING through an ART FORM.

Students engage in a CREATIVE PROCESS which

CONNECTS an art form and another subject area

and meets EVOLVING OBJECTIVES in both. ")

Step Five: Stand back and watch the joy of an engaged teacher connecting with their students through arts integration.

Any Additional Comments: None.