



Classroom Justice: **Culturally Responsive, Student-** **Centered Assessment in the** **Drama Classroom**

Presenter: Jonathan P. Jones, PhD

Session 1: 11:45 AM - 1 PM



Zoom-iquette

- Please MUTE your mic when you are not speaking
- Use your “name” as a conference badge: add pronouns, department, etc. as you wish
- Show up for the speaker: react by using facial expressions, gestures, chat and/or ZOOM “reactions” as you’re comfortable
- Video is preferred, but not required
- Session is being recorded, so keep your camera off if you do not want to be in the video
- Kids & pets welcome



Land Acknowledgment

This land acknowledgment comes from Adrienne Wong from *SpiderWebShow* in Ontario:

Since our activities are shared digitally to the internet, let's also take a moment to consider the legacy of colonization embedded within the technologies, structure, and ways of thinking we use every day. We are using equipment and high-speed internet not available in many Indigenous communities. Even the technologies that are central to much of the art we make leaves significant carbon footprints, contributing to changing climates that disproportionately affect Indigenous peoples worldwide. I invite you to join me in acknowledging all this as well as our shared responsibility: to make good of this time, and for each of us to consider our roles in reconciliation, decolonization, and allyship.



Conference Agreements

1. **Listen more than you speak:** be aware of your power and privilege and how to use it.
2. **Enter as the learner:** lead with inquiry and phrase thoughts as questions as opposed to judgments; focus on action rather than adjectives.
3. **Speak from your own experience:** don't assume identity and do not ask individuals to speak for their (perceived) social group.
4. **Assume goodwill, but remember intent does not equal impact:** be accountable to how your words/actions are received; you're encouraged to find satisfaction in the takeaways of each conference session.
5. **Practice self-care & community care:** a successful conference looks different for everyone.
6. **Listen to learn, not respond:** nobody knows everything, but together we know a lot; listen to the thoughts, perspectives, and knowledge of others without judgment.

Introductions

1. Name
2. Preferred Personal Pronouns
3. Where you're joining from

Jonathan P. Jones (he/him)



Toni Morrison - the White Gaze



<https://www.pbs.org/wnet/americanmasters/toni-morrison-on-writing-without-the-white-gaze/14874/>

Toni Morrison - the White Gaze



I remember a review of *Sula* [one of her novels] in which the reviewer said, “One day, she [...] will have to face up to the real responsibilities, and get mature, and write about the real confrontation for Black people, which is white people.” As though our lives have no meaning and no depth without the white gaze. And I have spent my entire writing life trying to make sure that the white gaze was not the dominant one in any of my books. (Greenfield-Sanders, 2020)

Cultural Incongruence

- As of spring 2018, 80% of classroom teachers in the United States are white (National Center for Education Statistics, 2023a)
- As of fall 2020, 54.7% of students in public, Pre-K-12 schools in the United States are students of color (National Center for Education Statistics, 2023b)

Classroom Justice

- What does classroom justice mean to you?

https://jamboard.google.com/d/1H1WF_FUpinXwPpIQsZ1BUAHzb7EfaDJphE-XElq8seA/edit?usp=sharing



Defining Classroom Justice

- According to Brenda Álvarez, writing for *neaToday*, “[Classroom] justice is about distributing resources fairly and treating all students equitably so that they feel safe and secure—physically and psychologically” (2019).



Seven Effective Ways to Promote Equity in the Classroom

1. Reflect on your own beliefs
2. Reduce race and gender barriers to learning
 - a. Don't ask students of color to be "experts" on their race
 - b. Diversify your curriculum
 - c. Hold every student to high expectations
 - d. Avoid assumptions about students' backgrounds
3. Establish an inclusive environment early

Brian Soika, USC Rossier School of Education, *News and Insights* (2020)



Seven Effective Ways to Promote Equity in the Classroom

4. Be dynamic with classroom space
5. Accommodate learning styles and disabilities
6. Be mindful of how you use technology
7. Be aware of religious holidays

Brian Soika, USC Rossier School of Education, *News and Insights* (2020)

Achieving Classroom Justice

As teachers, we need to consistently employ **student-centered, culturally responsive approaches** in order to promote equity.

When it comes to assessment, ask:

- *What do the students bring to the creative experience?*
- *What are their aesthetic sensibilities?*
- *What do they consider 'good' theatre?*



Classroom Justice

- How can we achieve classroom justice?

https://jamboard.google.com/d/1H1WF_FUpinXwPpIQsZ1BUAHzb7EfADJphE-XElq8seA/edit?usp=sharing

Culturally Responsive Checklist

Level 1: **Contributions Approach:** Heroes, holidays, historical events, and discrete cultural elements are incorporated into class lessons.

Level 2: **Additive Approach:** Multicultural content, concepts, themes are incorporated into the lesson from multicultural students' perspectives.

UCLA Institute for Immigration, Globalization, & Education (2019)

Culturally Responsive Checklist

Level 3: Transformation Approach: The structure of the curriculum enables students to view concepts, issues, events, and themes from the perspectives of diverse ethnic, racial, and cultural groups.

Level 4: Social Action Approach: Students make decisions on important social issues and take action to help solve them.

UCLA Institute for Immigration, Globalization, & Education (2019)

Level 4 Example:

Jones, J. P. (2018). [Call to Action: Elevating Activism in Performance](#). *The Teaching Artist Journal*, 16 (1-2), 52-60, DOI: [10.1080/15411796.2018.1470390](https://doi.org/10.1080/15411796.2018.1470390) (2018)



Culturally Responsive Content

- What are some lesson or unit ideas that we might consider?

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Culturally Responsive Content

- History & Repertoire
- Improvisation
- Devising
- Playwriting
- Process Drama or other process-focused work
- Design

Example:

Jones, J. P. (2022). [Let Them Speak: Devised Theatre as a Culturally Responsive Methodology for Secondary Students](#). *Routledge Companion to Theatre and Young People* (edited by Selina Busby, Charlene Rajendran, and Kelly Freebody), Routledge.

Summative Assessment

Students determine what constitutes ‘good’ work

- Student-Generated Criteria
- Student-Generated Rubrics
- Co-Constructed Rubrics
 - Peer-Assessment
 - Self-Assessment



Diagnostic Assessment

We must determine student entry points and use that to inform curricular decision-making

General Diagnostic Considerations - **Social Dynamics/Interests**

- How well do these students collaborate?
- How willing are they to take risks?
- What are the social dynamics?
- Are they interested in creating or performing work?
- Do they prefer responding and connecting?



Diagnostic Assessment

Specific Diagnostic Considerations - **Content**

- What do the students know about this specific content area?
- How can we apply that prior knowledge as we proceed?
- What related knowledge do students have that might support their learning in this area?

Diagnostic Assessment

- Warm Ups and Games
- KWL
- Pre-Writing Activity or Entrance Ticket
- Pre-Assessment
- Informal Q & A
- Self-Assessment and Goal Setting

Diagnostic Assessment

K	W	L
What do we know?	What do we want to know?	What have we learned?



Formative Assessment

Are they meeting the learning objectives?

Strategies

- Noticing
- Exit Tickets
- Pre-Assessment/Dress Rehearsal



Formative Assessment

Are they meeting the learning objectives?

Feedback - always focus on the work, not the student

- Progress Feedback - *what are we doing well/what are the next steps*
- Success Feedback - *what did we do well*



Questions?

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Take-Aways

With these ideas in mind, what are some ideas you have for implementing culturally responsive assessment for the drama classroom?

https://jamboard.google.com/d/1H1WF_FUpinXwPpIQsZ1BUAHzb7EiADJphE-XEiq8seA/edit?usp=sharing

References

- Álvarez, B. (2019, January 22). [Why Social Justice in School Matters](#). *neaToday*, National Education Association.
- Chappuis, J. (2015). *Seven Strategies of Assessment for Learning*, 2nd Edition. Pearson.
- Fisher, D., & Frey, N. (2021). *Better Learning through Structured Teaching: A Framework for the Gradual Release of Responsibility Framework*, 3rd Edition. ASCD.
- Greenfield-Sanders, T. (2020). [American Masters: Toni Morrison On Writing Without the "White Gaze"](#). An excerpt from *Toni Morrison: The Pieces I Am*. PBS.
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- National Center for Education Statistics. (2023a, May). [Characteristics of Public School Teachers](#). U.S. Department of Education.
- National Center for Education Statistics. (2023b, May). [Racial/Ethnic Enrollment in Public Schools](#). U.S. Department of Education.
- Re-Imagining Migration. (2019). [Culturally Responsive Teaching Checklist](#). UCLA Institute for Immigration, Globalization, & Education.
- Soika, B. (2020, March 19). [Seven Effective Ways to Promote Equity in the Classroom](#). *News and Insights*, USC Rossier School of Education.



Promotions

- This afternoon, Elena Velasco will present on Crafting Collaborative Criteria for Theatre “Assessment” at 4:30PM - which should provide more perspective on this topic.



Promotions

*Assessment in the
Drama Classroom: A
Culturally Responsive
and Student-Centered
Approach*

Winter, 2023
Routledge





Session Evaluation

- **Session Evaluation can be found here:**
https://aate.memberclicks.net/index.php?option=com_mcform&view=ngforms&id=2173298#!/
- **The next session begins at 1:15 PM**
- **Please visit the conference schedule here:**
<https://aate.memberclicks.net/virtual-schedule-2023>