

Participant Interview Protocol

| Background Info | |
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| Participant Role/Position: Teacher | Number of years in Role/Position: 12 years teaching, 7 in current position |
| Subject area(s) taught: English and Writing (was journalism teacher in the last year) | |
| Time of Interview: 3:15pm | Duration of Interview: 7 min |
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1. What are your general reactions to the Arts Institute thus far? What have you found beneficial, interesting, or important?

It's getting better - today's been better. There hasn't been a lot of focus on the text [Macbeth] or any [Shakespeare] text. It seems [the trainers] are staying in their comfort zone instead of adapting to what we need. It's maybe 50/50 or even 40/60 in terms of usefulness for me, things I'll be able to bring back to my classroom. There's not a lot. Maybe there's stuff for drama teachers, but not for me.

2. What are some potential benefits and/or challenges you foresee in implementing the concepts you are learning in your classroom or school?

The benefits are getting kids to relax and lose their fear about Shakespeare, getting them to do what they're not comfortable with. Also, a benefit is me being flexible and changing what I do with my students. I hope the new things I do with my students will work and that I will be inspired to do it again. A challenge will be time constraints.

3. What have you learned so far about anchor works?

Nothing. They've mentioned the term once on the pre-assessment sheet. Half of us didn't know what that meant so we talked about it.

4. What possibilities do you see for using anchor works in your own classroom or in your work?

I've always believed in anchor works, I've always had them. We do *Romeo and Juliet*, Great Expectations, To Kill a Mockingbird. The anchor works transcend time, you can enjoy them at any time and they are fail-safe with students. They are a treasure chest to teach with because there's so much there.

5. What have you learned so far about student assessment in the arts?

I've learned to let go of my preconceived notions of traditional assessment. To score holistically, not necessarily little by little. I don't know if I'll actually use that in my classroom, though, because students always want to know how they're doing, they want grades.

Participant Interview Protocol

| Background Info | |
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| Participant Role/Position: Teacher | Number of years in Role/Position: 6 years teaching, 6 years at current school |
| Subject area(s) taught: Social Studies | |
| Time of Interview: 3pm | Duration of Interview: 10 min |

1. What are your general reactions to the Institute thus far? What have you found beneficial, interesting, or important?

I'm having a total field day. I'm coming from a different place because I haven't taught Shakespeare before. I teach on an inter-disciplinary team and this is the one thing the other teachers on my team do that I haven't had a background in. So now I can supplement what the other teachers on my team do. I can also be honest with students because prior to this summer I was honestly scared of Shakespeare plays and I faced that fear. Also, I can apply some of the activities I'm learning (like the ball exercise) not only to Shakespeare, but other texts.

2. What are some potential benefits and/or challenges you foresee in implementing the concepts you are learning in your classroom or school?

The benefits are the things I'll be able to do that will lead to a safer place for my students in the classroom and team building. At our school we're organized in teams, so this will help. For example the ball activity, you can build vocabulary and do team building and listening skills. The challenge will be finding the time—what do you take away and what do you supplement?

3. What have you learned so far about anchor works?

I've learned you can take a text as an entry point, and see how to ground a specific text. We haven't done this with Macbeth, but maybe that will change in the next few days.

4. What possibilities do you see for using anchor works in your own classroom or in your work?

I'll use the U.S. Constitution—the Preamble—because it's filled with language that's foreign to students. It's as meaningless as Shakespeare! I can see my students feeding lines to each other, and using the ball game and the "lay-up" exercise with the different Amendments, so that students can memorize them.

5. What have you learned so far about student assessment in the arts?

I'm looking forward to learning about that. Yesterday we only learning that good assessment is good and bad assessment is bad. What I want to get out of this is that—I want to learn how one assesses creativity. We might learn this in the coming days.

Participant Interview Protocol

| Background Info | |
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| Participant Role/Position: Teacher | Number of years in Role/Position: 9 years |
| Subject area(s) taught: English | |
| Time of Interview: 12:50pm | Duration of Interview: 7 min. |

1. What are your general reactions to the Institute thus far? What have you found beneficial, interesting, or important?

This is a great experience. It's been great because I teach Romeo and Juliet with drama in my class already, so I'm learning how to enhance and modify some of my lessons. For example, today's "lay-ups" activity. I can get kids more engaged by modifying or enriching what I do.

2. What are some potential benefits and/or challenges you foresee in implementing the concepts you are learning in your classroom or school?

The benefits I see is using feeding lines and having students experience language, not just reading off the page. Like what we saw happening here at the Institute. The challenge will be time, that's always a challenge. You want to do it all, and how can you fit it all in, plus the stuff I've done before?

3. What have you learned so far about anchor works?

They haven't addressed that language in the classroom. I remember it was on the pre-survey, but I don't remember. [Note: she asked another teacher about "anchor works" at this point]. I think they're like "core" works.

4. What possibilities do you see for using anchor works in your own classroom or in your work?

Well, that's how you work, the basic way you work in English. Is it an anchor because it's a classic work? This Institute is beneficial and you can use a lot of the ideas with both classics and contemporary authors like Julia Alvarez.

5. What have you learned so far about student assessment in the arts?

What we've been doing with check-ins reminds me of what our principal does. No one does assessment at the end, everyone checks in along the way.