

12-30-2016

Constructive Feedback to Inform the Next Iteration of TIGER (Theatre Integrating Guidance, Education, and Responsibility)

Trish Lindberg
Plymouth State University

Cynthia Waltman
Plymouth State University

Kristina Lind
Plymouth State University

Follow this and additional works at: <http://digitalcommons.plymouth.edu/plymouthclusters>

Recommended Citation

Lindberg, Trish; Waltman, Cynthia; and Lind, Kristina, "Constructive Feedback to Inform the Next Iteration of TIGER (Theatre Integrating Guidance, Education, and Responsibility)" (2016). *Clusters*. 194.
<http://digitalcommons.plymouth.edu/plymouthclusters/194>

This Text is brought to you for free and open access by Digital Commons @ Plymouth State. It has been accepted for inclusion in Clusters by an authorized administrator of Digital Commons @ Plymouth State. For more information, please contact ajpearman@plymouth.edu, chwixson@plymouth.edu.

PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

PSU Integrated Cluster Project Proposal Form

Title: Constructive Feedback to Inform the Next Iteration of TIGER (Theatre Integrating Guidance, Education, and Responsibility).

Project Leadership: Co-Managers Trish Lindberg, Cynthia Waltman, Kristina Lind

Project Description: TIGER is an interdisciplinary project combining elements of music, movement, theater, visual arts, education and social change. The show is entering its 13th season offering educational performances, workshops, and resource materials to schools and communities. It is valued for its local and global impact on helping school age learners and communities understand bullying and other social issues. Professors Lindberg, Waltman, and Lind will invite PSU graduate students in Integrated Arts, School Counseling, School Psychology, and Education, and undergraduate students in Education and Social Work and working school professionals to view a spring showing of TIGER on campus. The audience will be asked to provide constructive feedback to inform the next iteration of TIGER. Before the performance, participants will be asked to complete a brief anonymous questionnaire regarding their knowledge and experience with bullying and other social pressures experienced by school-age learners. Participants will be provided a list of resources to review before the event. Following the performance participants will be asked to provide feedback. A brief post-experience questionnaire will be collected from participants. The feedback collected will be used by the Playwright/Director of TIGER to revise/update the show during the summer of 2017.

The purpose will be to explore current topics around bullying and school climate to assist in the use of timely material in the show. The show is revised every two years. It is believed that the best source of information is current and future consumers. Therefore, current students preparing to be school professionals and behavioral health providers and professional members of local school communities will be excellent resources.

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project

- **Create an updated educational musical theater performance of TIGER for school age learners in collaboration with undergraduate students in Education and Social Work and graduate students from the MEd in Integrated Arts and the CAGS in Arts, Leadership, and Learning Programs as well as the MEd in School Counseling and School Psychology.**
- **Provide PSU students and community professionals the opportunity to think creatively about current social and behavioral needs of school-age learners.**
- **Explore the impact of social issues on school age learners and the community.**

- **Provide an enriching educational and artistic experience for elementary students in grades 3-8 from across the state and PSU undergraduate and graduate students, as well as giving parents in the greater NH community an exciting extracurricular activity for their children.**

2. Student Learning Outcomes – Outline the expected student learning outcomes

- **PSU students will learn about the negative impact of bullying on school age learners.**
- **PSU students will be able to experience the challenge of exploring how to integrate current societal issues into an enriching and educational theatrical experience.**

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement:

This project is created to offer an opportunity for Social Work, Education, Counselor Education and School Psychology, and Arts students, faculty, and school professionals to reflect upon current social and behavioral needs to provide constructive feedback to Director/Playwright Trish Lindberg to assist in updating TIGER. As TIGER enters its 13th year of production, it is important to keep the material current to maintain its powerful impact on consumers. This project satisfies the Mission and Vision of PSU by offering collaboration across the disciplines of Education, Counselor Education and School Psychology, Social Work, and Integrated Arts. The project seeks to transform faculty, students, and the community through an exploration of 21st-century issues, and support values of innovation, critical thinking, collaboration, communication, and sustainability. The project further supports the vision of the Education, Democracy, and Social Change cluster in its collaborative focus on education and advocacy for social change. It is anticipated this event will be successful in engaging PSU students and the professional community in timely revisions to the TIGER performance. If successful, this approach will be applied to solicit information for revisions of another production titled, "Alex's

Story” which provides awareness and education to high school audiences about the journey of heroin addiction.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Trish Lindberg	Co-Manager	Playwright/Director or TIGER	Education/Theatre	plindberg@plymouth.edu
Cynthia Waltman	Co-Manager	Project Logistical Management	Counselor Education and School Psychology	cwaltman@plymouth.edu
Kristina Lind	Co-Manager	Project Logistical Management	Social Work	kslind@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
School Professionals (hoping to engage approximately 40 professionals)	Local Public schools	Invited Participants	General education and special education teachers, school psychologists, school counselors, social workers, school administrators	

Student Participant Profile (Identify the student population/s to be engaged in the project.

Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Counselor Education and School Psychology Students	participants	graduate	Counseling or School Psychology	15
Social Work	Participants	undergraduate	Social work	15
ELLC	Participants	Graduate and undergraduate	General education and special education students	15
Integrated Arts	Participants			15
Graduate student	Assist with publication and organization of event	Graduate	Counselor Education and School Psychology student	1
Undergraduate student	Assist with publication and organization of event	undergraduate	Social work student	1

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
 This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 2/19/2017

Project Complete Date: 6/1/2017

Project Milestone	Milestone Description	Target Completion Date
Secure date and location for show	Secure date and location for show	3/1/2017
Project Development	Select student workers	3/1/2017
Project Development	Create brochure of event	4/3/2017
Final Preparations	Share date of event with PSU students, campus, and community professionals	4/10/2017
Execute project	Hold event on campus	5/15/2017
Debrief and Reflection	Project managers, student participants. Prepare summary of project outcome to share with for EDSC cluster and PSU community	6/15/2017

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: none required