

Live Production Program

Administrative Walk-Through Guide

School: Stephens County Middle School

Courses: Introduction to Live Production; Live Production & Event Technology

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Purpose of This Walk-Through

This guide provides administrators with a **clear snapshot** of what to expect when observing the Live Production program. It explains instructional intent, safety practices, collaboration structures, and assessment indicators so the unique nature of a production-based classroom is clearly understood.

The Live Production program is designed to mirror **real-world event production environments** while maintaining strong instructional structure, clear supervision, and student accountability.

What You Will See During a Walk-Through

Classroom Environment

Administrators may observe: - A structured, professional learning space - Students working in clearly defined roles - Equipment staged intentionally with cables managed safely - Instructor actively supervising instruction and student movement

While the classroom may look different from a traditional lecture-based setting, instruction is **intentional, standards-aligned, and safety-driven**.

Instructional Focus Areas

During instruction, students may be engaged in: - Learning live production terminology and workflows - Practicing audio, lighting, video switching, or presentation skills - Using cue sheets or run-of-show documents - Collaborating to solve technical or logistical challenges - Reflecting on rehearsals or completed productions

Instruction may include: - Direct teaching by the instructor - Guided hands-on practice - Small-group collaboration - Student-led demonstrations under instructor supervision - Structured discussion and critique

Safety & Supervision Indicators

Administrators should expect to see: - Clear safety expectations communicated and reinforced - Instructor-controlled access to equipment - Students operating equipment only when certified and approved - No independent rigging or unsupervised equipment use - Immediate correction of unsafe behavior

Safety Certification Badges and Student Skills Checklists may be referenced during instruction.

Student Engagement Indicators

Effective engagement may include: - Students asking relevant technical questions - Peer-to-peer collaboration and problem-solving - Focused participation during demonstrations - Appropriate use of professional language - Respectful interaction with peers and staff

Cross-Collaboration in Action

When collaboration is occurring, administrators may observe: - Live Production students supporting Chorus Production, Theatre, or Video/Film Technology classes - Shared instructional authority between instructors - Students responding appropriately to directions from authorized supervising staff

This collaboration reflects **authentic live production environments** and supports interdisciplinary learning.

Differentiation & Student Support

The program supports diverse learners through: - Scaffolded instruction - Differentiated roles based on readiness and certification level - Safety-based access to equipment - Implementation of IEP and 504 accommodations when applicable

Students may be working on different tasks aligned to their skill level and learning goals.

Assessment & Accountability

Administrators may observe evidence of assessment through: - Student Skills Checklists - Safety Certification Badges - Portfolio artifacts (reflections, cue sheets, setup plans) - Instructor observation and feedback

Assessment focuses on **process, professionalism, safety, and execution**, not solely on final outcomes.

Substitute & Emergency Preparedness

The Live Production program includes clear protocols for substitute coverage and emergencies: - Students do not operate production equipment when the instructor is

absent - Instruction shifts to discussion, planning, or review activities - Equipment remains powered down and secured

These procedures prioritize student safety and equipment protection.

Questions Administrators Often Ask

Why are students using equipment?

Equipment use is instructional, supervised, and tied to documented safety certification.

Why do students take direction from multiple instructors?

Live production requires collaboration; shared authority supports safety and mirrors professional practice.

Why are students teaching other students?

Student-led teaching is an intentional instructional strategy aligned with **Georgia CTAE Employability Standards** and **Georgia Standards of Excellence instructional practices**, which emphasize collaboration, leadership, communication, and real-world problem solving. Students who demonstrate proficiency may model skills, explain workflows, or assist peers under direct instructor supervision. The instructor maintains full responsibility for pacing, safety, and instructional outcomes.

Why does the classroom look different from traditional classes?

Production-based learning requires flexible space, visible equipment, and workflow-based instruction.

Administrator Takeaway

The Live Production program: - Prioritizes **student safety and learning** - Uses authentic, real-world production practices - Encourages leadership, collaboration, and responsibility - Maintains clear instructional authority and supervision

This guide supports administrative understanding, transparency, and effective evaluation of the Live Production program.

Administrative Walk-Through Checklist for Evaluators

This checklist is provided to support consistent, informed evaluation of the Live Production program during classroom observations.

Classroom Environment

- ☐ Learning space is organized, purposeful, and appropriate for production-based instruction
 - ☐ Equipment is staged safely with clear walkways and proper cable management
 - ☐ Classroom setup reflects intentional workflow rather than unstructured activity
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Instructional Practices

- ☐ Instructor clearly communicates learning objectives and expectations
 - ☐ Instruction includes direct teaching, guided practice, or structured discussion
 - ☐ Student-led demonstrations or peer instruction occur under direct instructor supervision
 - ☐ Instruction reflects real-world production workflows
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Student Engagement

- ☐ Students are actively engaged in assigned roles or tasks
 - ☐ Students collaborate respectfully and communicate appropriately
 - ☐ Students demonstrate focus and responsibility during instruction
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Safety & Supervision

- ☐ Safety expectations are visible and reinforced
 - ☐ Instructor maintains full control of equipment access
 - ☐ Students operate equipment only when approved and supervised
 - ☐ No independent rigging or unsafe practices observed
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Assessment & Accountability

- ☐ Evidence of assessment is present (skills checklists, safety certification, portfolios)
 - ☐ Instructor provides feedback or guidance during observation
 - ☐ Assessment focuses on process, professionalism, and safety
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Cross-Collaboration (When Applicable)

- ☐ Students appropriately follow direction from authorized instructors
 - ☐ Collaboration supports instructional goals and student safety
 - ☐ Shared authority is clear and effective
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Overall Indicators

- ☐ Learning environment is safe, respectful, and purposeful
 - ☐ Instruction is aligned with Georgia CTAE Employability Standards and Georgia Standards of Excellence instructional practices
 - ☐ Classroom reflects high expectations, professionalism, and real-world relevance
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This checklist is intended to support accurate, fair, and informed evaluation of production-based instruction.