

ELEMENTARY DRAMA SPECIALIST ENDORSEMENT SPECS

This endorsement may be attached to a current Professional or Associate Educator License with an Elementary Education area of concentration and is required to be qualified to teach drama in the Beverley Taylor Sorenson Arts Learning Program.

Endorsement Requirements:

Drama, like other art forms, is not taught in isolated units. Several skills are used in creating classroom drama learning experiences that are constantly developed throughout the educational process. As students progress, increased rigor of those skills is expected. The same is true for the elementary drama educator. *There is an expectation that a theatre educator is constantly learning and refining existing skills, developing new skills, and collaborating with others to help both the teacher and the student.* Therefore, a teacher's individual theatre skills are important as well as the ability to teach those skills to others.

The skills listed for an endorsement do not necessarily need to be evidenced separately. Observations, video, or written evidence can encompass several skills at one time. It is more important to show consistency and learning by submitting multiple examples. Refer to the [Utah State Core Standards](#) to understand how and what Utah students should learn and be able to do in theatre.

THEATRE COMPETENCIES

1. Direct: Direct and create expressive drama in general classroom situations.
2. Theatre History: Apply basic knowledge and skills in theatre history, acting and improvisation, directing, play analysis, and children's theatre.
3. Process: Demonstrate/perform basic knowledge of the central elements of the dramatic process.
4. Contextualize Dramatic Texts: Analyze and contextualize dramatic texts and performances from a broad range of traditions and periods, including our own. Communicate creative and critical ideas about a theatrical text, performance, and production.
5. Professionalism: Model professionalism in K-6 public school systems and community spaces.
6. Inclusive, Standards-Based Theatre Curricula: Develop and implement standard-based K-6 drama education programs and curricula that are inclusive.
7. Theatre Integration: Connect drama-based knowledge and skills with other fields and methods of inquiry.

Praxis

The Praxis II Theatre Content Knowledge Test #5641 is one pathway to the endorsement. A candidate who passes the Praxis would be required to complete the elementary theatre teaching methods course only. To get information or to register for a test go to [the ETS Praxis website](#). "Register for a Test." To find information on the content of a particular test, click on the link "Prepare for a Test".

For each of the following requirements, an individual may select the coursework option or the other method of demonstrated competency. Only ONE option per competency area is required. Indicate the courses you have completed, or the documentation submitted to satisfy each of the requirements. If the course name and number do not exactly match the category, please include a course description. Applicants must earn a C or higher in the course(s) taken.

Categories

1. Direct

Description: *Direct and create expressive performances with various types of groups and in general classroom situations. Create and produce drama within the elementary setting. Understand sensory elements (movement and sound spectacle), organizational principles (plot and conflict, setting, character, language, rhythm, and unity), and expressive qualities (emotion, mood, ideas, and dynamics). Apply evidence-based strategies and methodologies to teach drama in an elementary setting.*

Options for demonstration:

Coursework:

Directing

Script Analysis

Stage Management

Elementary Theatre Teaching Methods

Demonstrated Competency/Portfolio:

- Directing experience commensurate with college directing and script analysis coursework
- Stage management experience commensurate with college stage management coursework
- 42 hours secondary teaching professional development

2. Theatre History

Description: *Apply basic knowledge and skills in theatre history, acting techniques, technical theatre, and theatrical design in classroom situations.* Demonstrate directing principles and various techniques. Analyzes and applies skills and techniques used in movement and stage blocking. Apply various acting techniques (i.e., the tools body, voice, & mind of drama/theatre). Implement appropriate safety procedures and relevant legal requirements in a theatrical setting.

Options for demonstration:**Coursework:**

Acting

Directing

Script Analysis

Playwriting or Devising

Theatre History

Design/Technology

Demonstrated Competency/Portfolio:

- Acting experience commensurate with college acting coursework
- Directing experience commensurate with college directing and script analysis coursework
- Playwriting experience commensurate with college playwriting coursework
- Publication of an article in a peer reviewed theatre history journal
- Design/technical theatre experience commensurate with college design/technology coursework

3. Process and Production

Description: *Demonstrate/perform basic knowledge of the central elements of the theatrical process and production.* Appropriately implement the tools and various acting techniques (body, voice, & mind) of drama/theatre. Articulates and applies design and technical production principles with minimal resources in an elementary setting. Identify and apply various vocal production techniques, movement, improvisation, acting, directing, playwriting. Understand sensory elements (movement and sound spectacle), organizational principles (plot and conflict, setting, character, language, rhythm, and unity), and expressive qualities (emotion, mood, ideas, and dynamics). Demonstrate directing principles and various techniques. Analyzes and applies skills and techniques used in movement and stage blocking. Implements appropriate safety procedures and relevant legal requirements in a theatrical setting.

Options for demonstration:

Coursework:

Acting
Directing & Script Analysis
Playwriting or Devising
Theatre History
Design/Technology

Demonstrated Competency/Portfolio:

- Acting experience commensurate with college acting coursework
- Directing experience commensurate with college directing and script analysis coursework
- Playwriting experience commensurate with college playwriting coursework

4. Contextualize Dramatic Texts

Definition: *Analyze and contextualize dramatic texts and performances from a broad range of traditions and periods, including our own. Communicate creative and critical ideas about a theatrical text, performance, and production.* Display knowledge of works performed with regard to period and style and the skills and/or knowledge required of students for success in drama learning experiences.

Connect/analyze dramatic literature from historical and contemporary eras within a variety of cultures, genres, and periods. Distinguishes characteristics of periods, cultures, and genres in dramatic literature. Understand the distinguishing characteristics of period and style found throughout the historical development of drama in a variety of cultures. Implements children's stories from

around the world. Analyzes dramatic literature from a variety of historical periods, cultures, genres, and new works and applies it within a theatrical context. Provides productive feedback that allows students opportunities to **respond** to constructive places for revision and improvement. Allows students opportunities to **respond** and relate knowledge and personal experiences to theatrical text, performance, and/or production.

Options for demonstration:

Coursework:

Script Analysis

Theatre History & Literature

Demonstrated Competency/Portfolio:

- Directing experience commensurate with college script analysis coursework
- Publication of an article in a peer reviewed theatre history journal

5. Professionalism

Definition: *Model professionalism in K-6 public school systems, theatre organizations, and community spaces.* Professional Dispositions include: Display a positive attitude. Utilize humor appropriately. Display sincerity and genuine concern for students. Display poise in front of students. Behave in a professional manner. Professional use of social media. Display a sense of initiative and self-direction. Understand the need for continuing study, self-evaluation, and professional growth.

Options for demonstration:

Coursework:

Elementary Theatre Teaching Methods

Demonstrated Competency/Portfolio:

42 Hours Elementary teaching professional development

6. Inclusive, Standards-Based Theatre Curricula

Definition: *Develop and implement comprehensive, standard-based K-12 theatre education programs and curricula (including technology) that are inclusive.*

Teacher's plans coordinate content knowledge and skill across standards; show understanding of students' needs; and use available resources designed to engage all students in higher-level thinking. When possible, plans are differentiated for individual learners with some opportunity for student choice. The lesson plan is clear, organized, and allows for flexibility. Apply pedagogical knowledge and skills appropriate to the teaching of theatre (e.g., creative drama, process drama, and story making). Develops age-appropriate theatre experiences to meet the learning goals of all students. Establish a learning culture that encourages risk-taking in the creative process for individual learners to advance their own understanding and knowledge through relevant classroom management techniques. Articulate and differentiate theatre teaching curricula that meet state standards and honor diverse learners. Identifies and applies techniques for assessing students' backgrounds aptitudes, skills, interests, and special needs appropriate to a school drama/theatre program.

Options for demonstration:

Coursework:

Elementary Theatre Teaching Methods

Demonstrated Competency/Portfolio:

42 Hours Elementary teaching professional development for K-6

7. Theatre Arts Integration

Definition: *Connect theatre-based knowledge and skills with other fields and methods of inquiry.* The candidate is able to relate knowledge and skills within and across the arts. Analyzes the function of theatre as an art form and the relationship of theatre to other art forms. Incorporates music, dance, art, media arts, and/or other content areas to strengthen meaning and conflict in a drama/theatre work with a particular cultural, global, or historical context, and analyze a drama/theatre work to determine how cultural, global, and historical belief systems affect creative choices. Identifies and analyzes connections to community, universal themes, social issues, and other content areas expressed in a drama/theatre work. Connect concepts and topics across multiple academic subject areas by focusing on concepts shared by multiple subjects and using the arts to illustrate and explore

non-arts content. Articulate how the study of theatre can support the development of 21st Century Skills, Habits of Mind, Social and Emotional Learning, and can contribute to success in and out of school.

Options for demonstration:

Coursework:

Theatre/Arts Integration

Demonstrated Competency/Portfolio:

- 42 Hours theatre/arts integration professional development
- Dramaturgy experience commensurate with college dramaturgy coursework