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## SECONDARY THEATRE ENDORSEMENT

### Application for the Utah State Board of Education

#### Applicant Information

Name: \_\_\_\_\_ CACTUS ID#: \_\_\_\_\_

E-mail: \_\_\_\_\_

#### Purpose

This endorsement may be attached to a current Professional or Associate Educator License with a Secondary Education area of concentration and is required to be qualified to teach any theatre course with a secondary course code. The last section of the endorsement may be added for a K-12 Theatre Endorsement. The extension qualifies the educator to teach Theatre ONLY in the elementary grades.

#### Select Endorsement Type: Please check one

- This application is for a Professional Secondary Theatre Endorsement.
- This application is for an Out of State Licensure Applicant.
- This application is for an Associate Secondary Theatre Endorsement. I have completed at least one of the following requirements:
  - Passed the Praxis II Theatre Content Knowledge Test #5641
  - Earned a bachelor's or higher degree in the endorsement area
  - Completed at least 3 of 7 Requirement Areas for the endorsement

#### Instructions for Completing the Application:

1. Complete the Secondary Theatre Endorsement Application by filling in the table demonstrating how you have completed at least one option for each of the 9 requirement areas.
2. Email completed application and required documentation to [licensing@schools.utah.gov](mailto:licensing@schools.utah.gov). Attach documentation to the email and submit necessary University transcripts to [transcripts@schools.utah.gov](mailto:transcripts@schools.utah.gov). See details below if you need to send in paper transcripts or documents.

#### Endorsement Requirements:

Theatre, like other art forms, is not taught in isolated units. Several skills are used in creating and performing theatre that are constantly developed throughout the educational process. As students progress, increased rigor of those skills is expected. The same is true for the theatre 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 and create expressive performances with various types of groups and in general classroom situations.
2. Apply basic knowledge and skills in theatre history, acting and improvisation, directing, play analysis, children's theatre, technical theatre, scene design, and costume design.
3. Demonstrate/perform basic knowledge of the central elements of the theatrical process and production.
4. 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. Model professionalism in K-12 public school systems, theatre organizations, and community spaces.
6. Develop and implement comprehensive, standard-based K-12 theatre education programs and curricula (including technology) that are inclusive.
7. Connect theatre-based knowledge and skills with other fields and methods of inquiry.

## PRAXIS

The PRAXIS II Theatre Content Knowledge Test #5641 is required for all applicants. To get information or register for a test go to [www.ets.org/praxis](http://www.ets.org/praxis). "Register for a Test." To find information on the content of a particular test, click on the link "Prepare for a Test".

## Demonstrated Competency for One Or More Requirements

In lieu of university and/or approved professional development courses, the applicant may apply for an endorsement through demonstrated competency. **The applicant must document, schedule, and submit the following:**

1. **Portfolio evidence** of college-level competence in each category.

**AND**

2. **Participate in an oral interview** under the direction of the USBE Fine Art Specialist or designee/s to determine applicant's declarative, procedural, and conditional research-based knowledge of each individual course. This is usually done by a committee of specialists.

**AND**

3. **Participate in a formal observation** conducted by USBE Fine Art Specialist or designee/s to demonstrate classroom instructional application of the Secondary Visual Arts course content.

For each of the following requirements, 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.

<b>Category:</b>	<b>*Course work:</b>	<b>*Demonstrated competency:</b>
<p>1. <i>Direct and create expressive performances with various types of groups and in general classroom situations.</i></p> <ul style="list-style-type: none"> <li>The candidate possesses the knowledge and skills needed to <b>create</b> and produce theatre within the given educational theatre setting.</li> <li>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).</li> <li>Apply evidence-based strategies and methodologies to teach theatre in a variety of settings.</li> </ul>	<p>Directing  <b>3 credits</b>                      IHE _____                      Course Code _____                      Year _____ Grade _____</p> <p>Script Analysis  <b>3 credits</b>                      IHE _____                      Course Code _____                      Year _____ Grade _____</p> <p>Stage Management  <b>3 credits</b>                      IHE _____                      Course Code _____                      Year _____ Grade _____</p> <p>Secondary Theatre Teaching Methods  <b>3 credits</b>                      IHE _____                      Course Code _____                      Year _____ Grade _____</p> <p>Optional K-12 Extension                      Elementary Theatre Teaching Methods  <b>3 credits</b>                      IHE _____                      Course Code _____                      Year _____ Grade _____</p>	<ul style="list-style-type: none"> <li>Directing experience commensurate with college directing and script analysis coursework</li> <li>Stage management experience commensurate with college stage management coursework</li> <li>42 hours secondary teaching professional development</li> <li>Optional for K-12 Extension 42 Hours Elementary teaching professional development</li> </ul>

*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.
- Apply literacy skills in Theatre History.

Acting **6 credits**

IHE \_\_\_\_\_

Course Code \_\_\_\_\_

Year \_\_\_\_\_ Grade \_\_\_\_\_

IHE \_\_\_\_\_

Course Code \_\_\_\_\_

Year \_\_\_\_\_ Grade \_\_\_\_\_

Directing **3 credits**

IHE \_\_\_\_\_

Course Code \_\_\_\_\_

Year \_\_\_\_\_ Grade \_\_\_\_\_

Script Analysis **3 credits**

IHE \_\_\_\_\_

Course Code \_\_\_\_\_

Year \_\_\_\_\_ Grade \_\_\_\_\_

Playwriting or Devising **3 credits**

IHE \_\_\_\_\_

Course Code \_\_\_\_\_

Year \_\_\_\_\_ Grade \_\_\_\_\_

Theatre History **6 credits**

IHE \_\_\_\_\_

Course Code \_\_\_\_\_

Year \_\_\_\_\_ Grade \_\_\_\_\_

IHE \_\_\_\_\_

Course Code \_\_\_\_\_

Year \_\_\_\_\_ Grade \_\_\_\_\_

Design/Technology **9 credits**

IHE \_\_\_\_\_

Course Code \_\_\_\_\_

Year \_\_\_\_\_ Grade \_\_\_\_\_

IHE \_\_\_\_\_

Course Code \_\_\_\_\_

- 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

	<p>Year _____ Grade _____</p> <p>IHE _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p> <p>Secondary Teaching Methods <b>3 credits</b></p> <p>IHE _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p>	
<p><i>Demonstrate/perform basic knowledge of the central elements of the theatrical process and production.</i></p> <ul style="list-style-type: none"> <li>• Appropriately implement the tools and various acting techniques (body, voice, &amp; mind) of drama/theatre.</li> <li>• Articulates and applies design and technical production principles, including set, lights, costume, props, sound, and makeup.</li> <li>• Identify and apply various vocal production techniques, movement, improvisation, acting, directing, playwriting, theatre management, and design.</li> <li>• 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).</li> <li>• Demonstrate directing principles and various techniques. Analyzes and applies skills and techniques used in movement and stage blocking.</li> <li>• Apply theatre facilities and theatre management skills.</li> <li>• Implements appropriate safety procedures and relevant legal requirements in a theatrical setting.</li> </ul>	<p>Acting <b>6 credits</b></p> <p>IHE _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p> <p>Directing and Script Analysis <b>3 credits</b></p> <p>IHE _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p> <p>Playwriting or Devising <b>3 credits</b></p> <p>IHE _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p> <p>Theatre History <b>6 credits</b></p> <p>IHE _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p> <p>Design/Technology <b>9 credits</b></p> <p>IHE _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p>	<ul style="list-style-type: none"> <li>• Acting experience commensurate with college acting coursework</li> <li>• Directing experience commensurate with college directing and script analysis coursework</li> <li>• Playwriting experience commensurate with college playwriting coursework</li> <li>• Publication of an article in a peer reviewed theatre history journal</li> <li>• Design/technical theatre experience commensurate with college design/technology coursework</li> </ul>

<p><i>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.</i></p> <ul style="list-style-type: none"> <li>• Display knowledge of works performed with regard to period and style and the skills and/or knowledge required of students for success in theatre-making and performance.</li> <li>• <b>Connect</b>/analyze dramatic literature from historical and contemporary eras within a variety of cultures, genres, and periods.</li> <li>• Distinguishes characteristics of periods, cultures, and genres in dramatic literature.</li> <li>• Understand the distinguishing characteristics of period and style found throughout the historical development of drama in a variety of cultures.</li> <li>• 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.</li> <li>• Provides productive feedback that allows students opportunities to <b>respond</b> to constructive places for revision and improvement.</li> <li>• Allows students opportunities to <b>respond</b> and relate knowledge and personal experiences to theatrical text, performance, and/or production.</li> </ul>	<p>Script Analysis <b>3 credits</b>          IHE _____          Course Code _____          Year _____ Grade _____</p> <p>Theatre History &amp; Literature <b>6 credits</b>          IHE _____          Course Code _____          Year _____ Grade _____</p> <p>IHE _____          Course Code _____          Year _____ Grade _____</p>	<ul style="list-style-type: none"> <li>• Directing experience commensurate with college script analysis coursework</li> <li>• Publication of an article in a peer reviewed theatre history journal</li> </ul>
<p><i>Model professionalism in K-12 public school systems, theatre organizations, and community spaces.</i></p> <p>Professional Dispositions:</p> <ul style="list-style-type: none"> <li>• Display a positive attitude.</li> <li>• Utilize humor appropriately.</li> <li>• Display sincerity and genuine concern for students.</li> <li>• Display poise in front of students.</li> <li>• Behave in a professional manner.</li> <li>• Professional use of social media.</li> <li>• Display a sense of initiative and self-direction.</li> <li>• Understand the need for continuing study, self-evaluation, and professional growth.</li> </ul>	<p>Secondary Teaching Methods <b>3 credits</b>          IHE _____          Course Code _____          Year _____ Grade _____</p> <p>Optional K-12 Extension          Elementary Teaching Methods <b>3 credits</b>          IHE _____          Course Code _____          Year _____ Grade _____</p>	<ul style="list-style-type: none"> <li>• 42 hours secondary teaching professional development</li> <li>• 42 Hours Elementary teaching professional development</li> </ul>

<p><i>Develop and implement comprehensive, standard-based K-12 theatre education programs and curricula (including technology) that are inclusive.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Apply pedagogical knowledge and skills appropriate to the teaching of theatre (e.g., creative drama, process drama, and story making).</li> <li>• Develops age-appropriate theatre experiences to meet the learning goals of all students.</li> <li>• 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.</li> <li>• Articulate and differentiate theatre teaching curricula that meet state standards and honor diverse learners.</li> <li>• Identifies and applies techniques for assessing students’ backgrounds aptitudes, skills, interests, and special needs appropriate to a school drama/theatre program.</li> </ul>	<p>Secondary Teaching Methods <b>3 credits</b></p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> <p>Optional K-12 Extension Elementary Teaching Methods <b>3 credits</b></p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p>	<ul style="list-style-type: none"> <li>• 42 Hours Elementary teaching professional development</li> <li>• 42 hours secondary teaching professional development</li> </ul>
<p><i>Connect theatre-based knowledge and skills with other fields and methods of inquiry.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Identifies and analyzes connections to community, universal themes, social issues, and other content areas expressed in a drama/theatre work.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Theatre/Arts Integration <b>3 credits</b></p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> <p>Dramaturgy <b>3 credits</b></p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p>	<ul style="list-style-type: none"> <li>• 42 Hours theatre / arts integration professional development</li> <li>• Dramaturgy experience commensurate with college dramaturgy coursework</li> </ul>

**\*Courses may count in more than one category**