



# ELEMENTARY DRAMA SPECIALIST 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 Elementary Education area of concentration and is required to be qualified to teach drama in the Beverley Taylor Sorenson Arts Learning Program.

### Select Endorsement Type: Please check one:

- This application is for a Professional Elementary Drama Specialist Endorsement.
- This application is for an Out of State Licensure Applicant.
- This application is for an Associate Elementary Drama Specialist 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 Elementary Drama Specialist Endorsement Application by filling in the table demonstrating how you have completed at least one option for each of the 7 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:

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 and create expressive drama in general classroom situations.
2. Apply basic knowledge and skills in theatre history, acting and improvisation, directing, play analysis, and children's theatre.
3. Demonstrate/perform basic knowledge of the central elements of the dramatic process.
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-6 public school systems and community spaces.
6. Develop and implement standard-based K-6 drama education programs and curricula that are inclusive.
7. 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 methods course only. 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><i>1. Direct and create expressive drama learning experiences in the elementary setting</i></p> <ul style="list-style-type: none"> <li>• The candidate possesses the knowledge and skills needed to <b>create</b> and produce drama within the elementary 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 drama in an elementary setting.</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>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 Elementary teaching professional development</li> </ul>
<p><i>Apply basic knowledge and skills in theatre history, acting techniques, technical theatre, and theatrical design in elementary classroom situations.</i></p> <ul style="list-style-type: none"> <li>• Demonstrate directing principles and various techniques. Analyzes and applies skills and techniques used in movement and stage blocking.</li> <li>• Apply various acting techniques (i.e., the tools body, voice, &amp; mind of drama/theatre).</li> <li>• Implement appropriate safety procedures and relevant legal requirements in a theatrical setting.</li> </ul>	<p>Acting <b>3 credits</b>            IHE _____            Course Code _____            Year _____ Grade _____</p> <p>Directing <b>3 credits</b>            IHE _____            Course Code _____            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> </ul>

	<p>Script Analysis <b>3 credits</b>  IHE _____  Course Code _____  Year _____ Grade _____</p> <p>Playwriting or Devising  <b>3 credits</b>  IHE _____  Course Code _____  Year _____ Grade _____</p> <p>Theatre History <b>3 credits</b>  IHE _____  Course Code _____  Year _____ Grade _____</p> <p>3 credits Design/Technology  <b>3 credits</b>  IHE _____  Course Code _____  Year _____ Grade _____</p>	<ul style="list-style-type: none"> <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>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 with minimal resources in an elementary setting.</li> <li>• Identify and apply various vocal production techniques, movement, improvisation, acting, directing, playwriting.</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> </ul>	<p>Acting <b>6 credits</b>  IHE _____  Course Code _____  Year _____ Grade _____</p> <p>Directing and Script Analysis  <b>3 credits</b>  IHE _____  Course Code _____  Year _____ Grade _____</p> <p>Playwriting or Devising  <b>3 credits</b>  IHE _____  Course Code _____  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> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate directing principles and various techniques. Analyzes and applies skills and techniques used in movement and stage blocking.</li> <li>• Implements appropriate safety procedures and relevant legal requirements in a theatrical setting.</li> </ul>	<p>Theatre History <b>3 credits</b>  IHE _____  Course Code _____  Year _____ Grade _____</p> <p>Design/Technology <b>3 credits</b>  IHE _____  Course Code _____  Year _____ Grade _____</p>	
<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 drama learning experiences.</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>3 credits</b>  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-6 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>Elementary Teaching Methods <b>3 credits</b></p> <p>IHE _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p>	<ul style="list-style-type: none"> <li>• 42 Hours Elementary 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 drama as an art form and the relationship of drama 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 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 drama 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 _____</p> <p>Course Code _____</p> <p>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***