

# Multi-Age Drama/Theater

## 2008 Modified Ohio/NAST Program Standards (Grades Prek-12)

Valid for teaching learners ages three through twenty-one and prekindergarten through grade twelve in the area of drama/theater. Preparation in the teaching field should constitute at least an academic major or its equivalent with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by the Ohio Board of Regents.

# Ohio Educator Licensure Standards for Multi-Age Drama/Theater

## Introduction

The Ohio Educator Licensure Program Standards for Multi-Age Drama/Theater Education programs were developed by an advisory committee after a thorough review of the following documents: 1) The Ohio Department of Education's *Academic Content Standards for Fine Arts--Drama/Theater, 2003*; 2) *2007-08 National Association of Schools of Theater (NAST) Handbook*; and 3) "Preparing to Teach the Arts"...*Guidelines for Teacher Preparation Program, The Ohio Department of Education, 1997*. The standards were reviewed by an advisory committee consisting of Multi-Age Drama/Theater representatives from public and private teacher preparation institutions of higher education, representatives from Dublin City schools, the Artistic Director of The Phoenix Theatre for Children, and a consultant from the Ohio Department of Education. We wish to acknowledge the following individuals who served on the advisory committee:

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**University of Findlay**  
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**Ohio Wesleyan University**  
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**Dublin City Schools**  
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## Performance-based standards

Ohio requires performance-based programs and program reports which must include educator licensure candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

## Licensure Rule 3301-24-05 (D) (4)

The Multi-age license, valid for teaching learners from ages three through twenty-one and pre-kindergarten through grade twelve in the curriculum areas named in such license. Preparation in the teaching field shall constitute at least **an academic major or its equivalent** with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by the Ohio Board of Regents. A minimum of three semester hours in the teaching of reading in the content area shall be required for the provisional or professional Multi-age license.

## State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at: <http://esb.ode.state.oh.us/communications/standards.aspx>

### **Other requirements**

As specified in OAC 3301-24, institutions must provide documentation that the program includes:

- A minimum of an academic major (or equivalent) in drama/theater;
- 3 semester credit hours in reading in the content area
- Alignment with Ohio K-12 Content Standards for Fine Arts – Drama/Theater
- School operating standard
- Value-Added Progress Dimension
- 12 weeks student teaching and 100 hours minimum of field experience

## **P-12 MULTI-AGE DRAMA/THEATER TEACHER PREPARATION STANDARDS**

### **Standard 1. Candidates know the historical, social, political and cultural contexts of drama/theater in societies both past and present.**

1.1 Candidates demonstrate familiarity with literature of theatre and related performance forms (e.g., television, film, storytelling, ritual, stand-up, etc.) from various historical periods, cultural sources, and modes of presentation.

1.2 Candidates can place works of drama/theater in historical and stylistic contexts and have some understanding of the cultural milieu in which they were created.

1.3 Candidates demonstrate growth in artistry, technical skills, collaborative competence and knowledge of a broad range of historical, cultural and social contexts through regular performance and production experiences.

1.4 Candidates have a firm grasp of the vocabulary of drama/theater and employ this knowledge in practice.

### **Standard 2. Candidates improvise, create, produce, and perform works of drama and theater. Candidates experiment with processes, develop skills, and participate in drama/theater.**

2.1 Candidates demonstrate basic understanding of the major aspects, techniques and directions in the areas of concentration.

2.2 Candidates demonstrate technical skills requisite for artistic self-expression in at least two major areas of production (e.g., acting/directing, design/technology, playwriting/screenwriting).

### **Standard 3. Candidates demonstrate an understanding of the value of drama/theater.**

3.1 Candidates can analyze diverse plays and performances perceptively and evaluate them critically.

3.2 Candidates apply coaching techniques in the evaluation of drama/theater work of peers and students.

### **Standard 4. Candidates work interdependently on a variety of professional problems in drama/theater by combining capabilities and skills related to the field.**

4.1 Candidates use key concepts, issues and themes to connect drama/theater to other art forms and core academic disciplines and demonstrate that relationship.

4.2 Candidates recognize the relationship between life experiences and potential careers in the arts and/or other fields.

4.3 Candidates recognize and communicate the benefits of lifelong learning in drama/theatre to their students.

**Standard 5. Candidates analyze the diverse techniques used in creating, performing and evaluating drama/theater using assessment criteria.**

5.1 Candidates assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and devise learning experiences to meet assessed needs.

5.2 Candidates reflect on the extent to which the learning objectives were met.

5.3 Candidates understand the value of and utilize a variety of appropriate authentic and traditional assessment instruments, including associated psychometric properties (e.g., validity and reliability) and value-added assessment.

**Standard 6. Candidates create learning environments that promote high levels of learning and achievement for all students.**

6.1 Candidates develop a positive learning and creative environment that generates student involvement.

6.2 Candidates communicate the importance of creating a climate that promotes fairness and establishes rapport.

6.3 Candidates maintain a safe physical environment conducive to learning.

6.4 Candidates must communicate the importance of consistent standards of behavior in the classroom and production.

6.5 Candidates maintain positive, ethical relationships with students, colleagues, and community members of diverse backgrounds.

6.6 Candidates demonstrate and apply an understanding of child development and psychological principals of learning.

**Standard 7. Candidates understand and use a variety of instructional strategies to encourage students' development of critical thinking.**

7.1 Candidates develop lessons that address the needs of diverse learners.

7.2 Candidates develop strategies to become familiar with relevant aspects of students' background knowledge and experiences.

7.3 Candidates articulate clear learning objectives for lessons at teach instructional level.

7.4 Candidates use a variety of teaching strategies that reflect analysis of lesson content and student needs.

7.5 Candidates know how to monitor students' understanding of content through a variety of means, provide feedback to students, and adjust learning activities as the situation demands.

7.6 Candidates collaborate with others in designing interdisciplinary learning experiences for students.

7.7 Candidates demonstrate knowledge of current methods and materials available in all instructional levels of drama/theater education and related fields.

7.8 Candidates are able to develop curricula in drama/theater at all instructional levels.

**Standard 8. Candidates are committed to professional growth, efficacy and involvement as individuals and as members of a learning community.**

8.1 Candidates create portfolios that are representative of their body of knowledge, skills, and accomplishments in drama/theater.

8.2 Candidates know of and engage in various types of professional development activities.

8.3 Candidates develop educational partnerships within the community.

**Standard 9. Candidates complete supervised field experiences and clinical practice in drama/theater that encompasses all the grade bands.**

9.1 Candidates complete clinical practice and field observations at all levels (e.g., early childhood, middle childhood, adolescence to young adult) encompassed in the licensure area.