

Secondary Theatre Portfolio

INSTRUCTIONS

The portfolio application is designed as a vehicle for your development as a professional arts educator. Its contents should present evidence of your competency in the field of Theatre and make a case for being a *highly qualified* Theatre Educator. Competency includes several factors of verification.

1. Applicants must receive a passing score on the current Theatre PRAXIS Test II.
2. Applicants must indicate the rating they believe most accurately represents their competency in each area of Theatre, and defend that rating based on the evidence they have provided. Transcripts show proof of appropriate university course work, ideally taken within the past 5-10 years in support of being highly qualified in each of the six areas articulated in the Theatre Content Detailed Rubric. *Appropriate* is defined as verification of a professional development equivalency to what a university theatre major (BA or BFA) would receive today upon graduating from a university in the State of Utah offering a nationally accredited certification and theatre endorsement program.

Appropriate is further defined by the following two possible scenarios:

- a. The applicant may wish to provide supplementary information in support of a given course being proposed as appropriate, such as an English course being proposed as evidence of being highly qualified in the area of Theatre History and Dramaturgy; or, an Independent Study or Practicum Project course being offered as evidence of being highly qualified in the area of Directing and/or Stage Management.

- b. The applicant may wish to provide supplementary information in support of a given professional theatre occupation proposed as an appropriate course equivalency, such as a regularly employed professional actor proposing to be highly qualified in the area of acting. Being a regularly employed professional career actor, for example, may not verify an applicant as highly qualified in other theatre areas unless the applicant has professional resume evidence that reflects a career of being professionally employed in more than one area of theatre.

3. Definitions of Rubric Rating Levels:

Expert Level: Demonstration of competency in making a case for being highly qualified in all six areas, and a verifiable resume of exceptional teaching, high artistry or craft, and/or theatre content publications in one or more of the six areas articulated in the Theatre Content Detailed Rubric.

Acceptable Level: Demonstration of competency in making a case for being highly qualified in all six areas articulated in the Theatre Content Detailed Rubric.

Making Progress Level: Minimum level for acceptance into SAEP/ARL

Demonstration of competency in making a case for being highly qualified in at least three of the six areas articulated in the Theatre Content Detailed Rubric.

Unacceptable Level: Demonstration of limited competency and limited evidence for being highly qualified in less than three of the six areas articulated in the Theatre Content Detailed Rubric.

4. Portfolio Preparation Instructions

Organize your portfolio as follows: the first section to contain: cover letter, fee check, recent photograph of yourself, first page of your application, Praxis exam documentation, and highlighted transcripts; the following six sections for each of the six areas, putting the application page for that area as the first page in each of those sections. Carefully read the requirements and detailed rubric for each area to understand what is needed to demonstrate competency. *Circle the rating you believe is accurate, and make a case for the rating you select.* Submit this portfolio with endorsement application, transcripts and fee as instructed on the endorsement application form.

SECONDARY THEATRE: *REQUIREMENTS SCORING SUMMARY*

Possible Outcomes

1. Any applicant having 9 or more university credit hours of course work in the art form that qualify* as evidence toward completion of the portfolio will qualify to enter the SAEP program. *Grade of "C" or higher.
2. Any applicant having less than 9 applicable university credit hours of course work in the art form or who receives less than a score of 3 in ANY sub-category will not be granted an endorsement.

---Office Use Only---

SUB-CATAGORIES	SCORE per SUB-CATEGORY Less than a score of 3 in ANY sub-category will not be granted an endorsement.
PRAXIS II Theatre Content Test #0641 (Score 162)	Date Taken: _____ Score: _____ Documentation Attached: __Y __N
1. Theatre History and Dramaturgy	1 2 3 4
2. Acting	1 2 3 4
3. Playwriting and Playmaking	1 2 3 4
4. Production (Design, Technical Theatre, Front of House)	1 2 3 4
5. Stage Directing/Stage Management	1 2 3 4
6a. Secondary Theatre Teaching Methods	1 2 3 4
6b. Optional elem. extension for K-12 classification: Elementary Theatre Teaching Methods	1 2 3 4
<p>"1" Unacceptable - Demonstrates a very low skill level and knowledge base, unacceptable.</p> <p>"2" Progress - Demonstrates some degree of skill level and knowledge base, but not enough to be considered acceptable. Note: A grade of "C-" or lower is NOT acceptable.</p> <p>"3" Acceptable - Demonstrates skill level and knowledge base considered acceptable.</p> <p>"4" Mastery - Demonstrates advanced skill level and / or knowledge base well beyond minimums required for being considered at Mastery Level.</p>	

FINAL EVALUATION RECOMMENDATION:	Endorsement granted	Endorsement denied	SAEP/ARL Qualified	Major Equiv.
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(Evaluator Name)

(Evaluator Signature)

(Date)

Approx. Credit	1. THEATRE HISTORY & DRAMATURGY			
6 sem. hrs.	<p>Candidate demonstrates competency in theatre history, theory, criticism, and dramaturgy.</p> <p><i>Note: Candidates also seeking the optional elementary extension for K-12 Specialist must demonstrate competency in history, theory, criticism, and research in the fields of Child Drama (process drama, creative drama, theatre games, etc.), Children’s Theatre (Theatre for Young Audiences, Youth Theatre, etc.), and Dramatic Literature for Children. Confirmation of this work is accounted for in Area 6: Elementary Theatre Methods.</i></p> <p>Instructions. Applicant will circle <i>the rating they believe to be accurate</i>, and include the following components in their portfolio as substantiating evidence:</p> <ul style="list-style-type: none"> • A page in which the candidate makes the case for the rating selected that is based on course work successfully completed. Must cite the college/university, semester, year, course number, title, credit hours and grade from the highlighted official transcripts provided, and where necessary due to unclear course titles, explain how the course content provided the competencies required. <p>-OR-</p> <ul style="list-style-type: none"> • A page in which the applicant makes the case for the rating selected below, based on evidence provided of a substantive historically representative body of published scholarly monographs in theatre history and/or dramaturgy and/or a substantive body of historically representative dramaturgical packets developed when employed as a professional dramaturg. Artifacts might include: <ul style="list-style-type: none"> ▪ A comprehensive glossary of special words, phrases, idioms, references and allusions that might not be known by members of the artistic/production team; ▪ Research on the playwright’s background (with photocopies of key documents); ▪ Research on play’s production history (with photocopies of key documents); ▪ Research that expands the context of the play’s theme, era, and place in the theatrical canon (with photocopies of key documents). 			
RATING: Circle the rating that most accurately represents your competency in this area.				
1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert	
<p>Demonstration of no competency and of no evidence of university level course work (or no experience as a professional theatre scholar or dramaturg) in the area of Theatre History and Dramaturgy.</p> <p>Applicant’s Rationale for Self-Rating <i>If more space is needed, use a separate sheet.</i></p> <p>Signature: _____</p>			<p><i>Office Use Only</i></p> <p>Theatre History & Dramaturgy Score: _____</p> <p>Comments</p>	

<i>Approx. Credit</i>	2. ACTING
6 sem. hrs.	<p>Candidate demonstrates competency in classical, contemporary, and experimental acting techniques.</p> <p><i>Note: Candidates also seeking the optional elementary extension for K-12 Specialist must also demonstrate competency in the areas of improvisation, mask, mime, and puppetry. Confirmation of this work is accounted for in Area 6: Elementary Theatre Methods.</i></p> <p>Instructions. Applicant will circle <i>the rating they believe to be accurate</i>, and include the following components in their portfolio as substantiating evidence:</p> <ul style="list-style-type: none"> A page in which the candidate makes the case for the rating selected that is based on course work successfully completed. Must cite the college/university, semester, year, course number, title, credit hours and grade from the highlighted official transcripts provided, and where necessary due to unclear course titles, explain how the course content provided the competencies described. <p>-OR-</p> <ul style="list-style-type: none"> A page in which the applicant makes the case for the rating selected below, based on evidence that includes a substantive body of professional work as an actor reflecting classical, contemporary, and experimental acting techniques. Artifacts might include: <ul style="list-style-type: none"> Professional credits from professional theatre productions; Program credits from international or national theatre conferences that highlight performance work; Syllabi from courses in acting that the applicant has developed and taught; Annotated scripts from professional production is that delineate acting beats, blocking, and character notes; Media reviews; Videos or DVDs of professional work; Evidence of attendance at professional acting seminars, workshops, special classes, or intensives; Production photos, letters of recommendation, awards, membership in professional unions, etc.

RATING: Circle the rating that most accurately represents your competency in this area.

1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert
Demonstration of no competency and of no evidence of university level course work (or no experience as a professional actor) in the area of Acting.	Demonstration of some competency and of some evidence of university level course work (or some experience as a professional actor) in the area of Acting.	Demonstration of appropriate competency and of appropriate evidence of university level course work (or appropriate experience as a professional actor) in the area of Acting.	Demonstration of exceptional competency and of exceptional evidence of university level course work (or exceptional experience as a professional actor) in the area of Acting.

<p style="text-align: center;">Applicant's Rationale for Self-Rating <i>If more space is needed, use a separate sheet.</i></p> <p><i>Signature:</i> _____</p>	<p style="text-align: center;"><i>Office Use Only</i> Acting Score: _____</p> <p>Comments</p>
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<i>Approx. Credit</i>	5. STAGE DIRECTING/STAGE MANAGEMENT
6 sem. hrs.	<p>Candidate demonstrates competency in organizing and running production meetings and rehearsals; generating a good floor plan; a scoring a script for directing units, plot points, blocking notations, and technical cues; integrating design elements; articulating a play’s major thought and intended meaning leading to a directorial vision.</p> <p><i>Note: Candidates also seeking the optional elementary extension for K-12 Specialist must also demonstrate competency in directing/stage management skills applied to Theatre for Young Audiences (TYA). Confirmation of this work is accounted for in Area 6: Elementary Theatre Methods.</i></p> <p>Instructions. Applicant will circle <i>the rating they believe to be accurate</i>, and include the following components in their portfolio as substantiating evidence:</p> <ul style="list-style-type: none"> • A page in which the candidate makes the case for the rating selected that is based on course work successfully completed. Must cite the college/university, semester, year, course number, title, credit hours and grade from the highlighted official transcripts provided, and where necessary due to unclear course titles, explain how the course content provided the competencies required. <p>-OR-</p> <ul style="list-style-type: none"> • A page in which the applicant makes the case for the rating selected below, based on professional career work that includes evidence of a demonstrated ability to schedule; organize and run production meetings and rehearsals; a demonstrated ability to generate a good floor plan; a demonstrated ability to score a script for directing units, plot points, blocking notations, and technical cues; a demonstrated ability to integrate design elements; a demonstrated ability to articulate a play’s major thought and intended meaning leading to a directorial vision. Artifacts might include: <ul style="list-style-type: none"> • Program credits from a professional theatre production; • Program credits from international or national theatre conferences that highlight performance work (productions, master classes, presentations on directing, etc.); • Syllabi from courses on directing that the applicant has developed and taught (e.g., at universities, schools, regional theatres); • Annotated scripts from professional productions that delineate units (“beats”), ground plans, blocking, full production requirements (i.e., sets, lighting, sound, props cues); • Evidence of attendance at professional directing seminars, workshops, special classes, or intensives (e.g., New Actors Workshop, Second City, The Linklater Center, The Neighborhood Playhouse School of the Theatre, HB Studio, Shakespeare and Co., SITI).

RATING: Circle the rating that most accurately represents your competency in this area.

1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert
Demonstration of no competency and of no evidence of university level course work (or no experience as a professional stage director or stage manager) in the area of Stage Directing/Stage Management.	Demonstration of some competency and of some evidence of university level course work (or some experience as a professional stage director or stage manager) in the area of Stage Directing/Stage Management.	Demonstration of appropriate competency and of appropriate evidence of university level course work (or appropriate experience as a professional stage director or stage manager) in the area of Stage Directing/Stage Management.	Demonstration of exceptional competency and of exceptional evidence of university level course work (or exceptional experience as a professional stage director or stage manager) in the area of Stage Directing/Stage Management.

<p style="text-align: center;">Applicant’s Rationale for Self-Rating <i>If more space is needed, use a separate sheet.</i></p> <p><i>Signature:</i> _____</p>	<p style="text-align: center;"><i>Office Use Only</i></p> <p style="text-align: center;">Stage Directing/Stage Management Score: _____</p> <p>Comments</p>
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<i>Approx. Credit</i>	6A. SECONDARY THEATRE TEACHING METHODS
3 sem. hrs.	<p>Demonstrate a skill level and knowledge base in theatre teaching methods equivalent to what a university theatre major (BA or BFA) would receive today upon graduating from a university in the State of Utah offering a nationally accredited certification and theatre endorsement program. There is no professional career in lieu option for this theatre discipline area. All applicants must demonstrate competency through university course work as evidence of being highly qualified in Secondary Theatre Teaching Methods. More specifically, all university course work in this specific discipline area should include evidence of the ability to generate a working draft of a year-long (four quarters) theatre curriculum that reflects clear understanding of the Utah secondary theatre core objectives and targets; evidence of the ability to generate a detailed 4-6 week unit plan (emerging from the year-long theatre curriculum) that reflects clear understanding of the Utah secondary theatre core objectives and targets and include; evidence of the ability to generate instructional goals for the unit stated in terms of student-outcomes; evidence of the ability to generate a fully scripted lesson plan for a 60 minute class; evidence of the ability to generate assessment rubrics for discrete student tasks that will be completed during the instructional unit; evidence of the ability to generate a list of all instructional materials and resources that will be used during the unit; evidence of the ability to generate an annotated bibliography of texts, web sites, and professional organizations that support theatre education; state, regional, and national. Artifacts might include:</p> <ul style="list-style-type: none"> • *A year-long (four quarters) theatre curriculum that the applicant has developed and taught in schools or through initiatives sponsored by professional theatre units (e.g., universities, regional theatres); • *A unit plan that the applicant has developed and taught in schools or through initiatives sponsored by professional theatre units (e.g., universities, regional theatres); <p><i>*The above artifacts should typically include:</i></p> <ol style="list-style-type: none"> 1) <i>Instructional goals stated in terms of student-outcomes;</i> 2) <i>Assessment rubrics for discrete student tasks;</i> 3) <i>A list of instructional materials and resources that were used.</i>

RATING: Circle the rating that most accurately represents your competency in this area.

1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert
Demonstration of no competency and of no evidence of university level course in the discipline area of Secondary Theatre Teaching Methods.	Demonstration of some competency and of some evidence of university level course work in the discipline area of Secondary Theatre Teaching Methods.	Demonstration of appropriate competency and of appropriate evidence of university level course work in the discipline area of Secondary Theatre Teaching Methods.	Demonstration of exceptional competency and of exceptional evidence of university level course work in the discipline area of Secondary Theatre Teaching Methods.

<p style="text-align: center;">Applicant's Rationale for Self-Rating <i>If more space is needed, use a separate sheet.</i></p> <p><i>Signature:</i> _____</p>	<p style="text-align: right; color: red; font-size: small;">Office Use Only</p> <p>Score: _____ Comments</p>
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<p><i>Approx. Credit</i></p>	<p align="center">6B. ELEMENTARY THEATRE TEACHING METHODS Optional Elementary extension for K-12 Classification</p>		
<p>3-6 sem. hrs.</p>	<p>1. <u>Elementary Theatre Content</u>. The following may be acquired as pieces of content existing within a variety of different university level theatre courses.. Candidate must confirm acquisition of the specific elementary content, which was identified in the Theatre History and Dramaturgy, Acting, Playwriting/Playmaking, Production, and Directing areas above, as required in the elementary optional extension of the secondary endorsement.</p> <p>2. <u>Elementary Theatre Teaching Methods</u>. Some of the following list of competencies may be acquired as pieces of content existing within a variety of different university level theatre courses. Candidate must demonstrate competency in applying the following skills, knowledge, and understandings when teaching theatre to elementary children.</p> <ul style="list-style-type: none"> • Can implement theatre experiences that contributes to the growth and development of a K-6 child’s emotional, social, intellectual, aesthetic, and physical progress. • Can organize and manage a safe, inviting, efficient, joyous, and transformative elementary theatre classroom where a love and/or appreciation for theatre can grow. • Can establish a nurturing and inviting rapport with elementary students that support the development of Life Skills. • Can engage elementary students in the theatre teaching technique unique to creative drama, process drama, and playmaking through devised theatre techniques. • Can teach in-role. • Can design and implement curriculum plans for year-long, unit length, and day to day exploration of the K-6 Theatre core. • Can utilize age appropriate quality dramatic literature, both original scripts and musicals and quality scripted adaptations based on quality narrative literature. • Can stage informal and formal dramatizations in both traditional and non-traditional performance spaces. • Can evaluate and assess student achievement in theatre using indicators of success and post activity reflection practices. • Can integrate the K-6 Theatre Core with the other Art Forms and with the other Core areas. <p><u>Instructions</u>. Combining both Theatre Content, and Elementary Theatre Teaching Methods as detailed above, the applicant will circle <i>the rating they believe to be accurate</i>, and include the following components in their portfolio as substantiating evidence:</p> <ul style="list-style-type: none"> • A page in which the candidate makes the case for the rating selected that is based on course work successfully completed. Must cite the college/university, semester, year, course number, title, credit hours and grade from the highlighted official transcripts provided, and where necessary due to unclear course titles, explain how the course content provided the competencies required. <p>-OR-</p> <ul style="list-style-type: none"> • Demonstrate the skills, understanding, and knowledge described above through physical evidence and recommendations of approved experts in the field. Specific artifacts might include: DVD’s of actual teaching of K-6 students, instructional goals stated in terms of student outcomes, assessment rubrics for discrete student tasks, a list of instructional materials and resources used. 		
<p align="center">RATING: Circle the rating that most accurately represents your competency in this area.</p>			
<p align="center">1 Not Acceptable</p> <p>Demonstration of no competency and of no evidence of university level course in the area of Elementary Theatre Teaching Methods.</p>	<p align="center">2 Progressing</p> <p>Demonstration of some competency and of some evidence of university level course work in the area of Elementary Theatre Teaching Methods.</p>	<p align="center">3 Acceptable</p> <p>Demonstration of appropriate competency and of appropriate evidence of university level course work in the area of Elementary Theatre Teaching Methods.</p>	<p align="center">4 Expert</p> <p>Demonstration of exceptional competency and of exceptional evidence of university level course work in the area of Elementary Theatre Teaching Methods.</p>
<p align="center">Applicant’s Rationale for Self-Rating <i>Use a separate sheet.</i></p> <p>Signature: _____</p>		<p align="center"><i>Office Use Only</i> Score: _____</p> <p>Comments</p>	