

Single Subject Content Area Pedagogies Course Matrix

Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in Theatre Note: In the syllabus the primary introduction (I) and practice (P) of Subject Specific Pedagogical Skills are identified by the skill number in parenthesis, e.g. (1, 17) indicated the 2 Subject Specific Pedagogical Skills. All skills are assessed in EDU 4405 in the Culminating Portfolio. They are also assessed twice during each student teaching placement during a 3-way mid-term and end of semester conference between the candidate, district employed supervisor and NDNU supervisor.	EPDU 4405-02 Teaching & Pedagogy: Theatre	Evaluation of Teacher Effectiveness (Student Teaching Evaluation)
1. Beginning Single Subject Theatre teachers demonstrate the ability to teach the state-adopted student standards for theatre and applicable English Language Development Standards, and are literate in the artistic discipline of drama and theatre, including helping students understand the history, purposes, and roles of theatre in society.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u>
2. They understand and are able to teach both broad and in-depth conceptual knowledge of the processes and roles involved in drama and theatre production, including understanding how to envision/conceptualize and generate works of drama and theatre and how to organize, develop, refine, rehearse, and complete theatrical works.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u>
3. They enable students to understand the techniques, skills, and tools used in the creative process, as well as technical theatre skills and the collaborative nature of theatrical work.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u> <u>P, A</u> <u>P, A.</u>
4. Beginning Single Subject Theatre teachers apply broad and in-depth conceptual knowledge of theatrical performance to select, analyze, interpret, develop, and refine artistic work for student presentation and are able to convey meaning through the presentation of artistic work.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u> <u>P, A</u> <u>P, A.</u>
5. They are able to explain to students the components of dramatic structure and technical theatre elements, the ways in which actors use a variety of exercises and techniques to create and refine character and create meaning, and the factors involved in presenting drama/theatre works to specific audiences, including both physical and visual aspects and impacts of performance.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u> <u>P, A</u> <u>P, A.</u>

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6. Beginning teachers are able to implement student casting and other selection processes relating to drama and theatre design, development, and performance in an equitable manner and provide equitable opportunities for student involvement in artistic processes.	<u>I, P</u> <u>A</u>	<u>P, A</u> <u>P, A</u>
7. Beginning teachers are able to help all students develop their own artistic ideas relating to creating and implementing theatre movements within performances.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u>
8. Beginning teachers understand and implement appropriate ways of working with all students to guide them and assist them in performing body movements relating to acting, especially when such assistance requires demonstrating, guiding, or helping students understand how to correctly position the body relative to artistic performance and movements.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u>
9. Beginning teachers assist students with understanding appropriate actions and boundaries between students when students are participating in theatre activities that require interpersonal physical contact.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u>
10. Beginning teachers make appropriate accommodations for students with special needs and with disabilities to ensure equitable participation in theatre instruction, activities, and performance.	<u>I, P</u> <u>A</u>	<u>P, A</u> <u>P, A</u> <u>P, A</u>
11. Beginning teachers are able to identify and apply criteria for the selection of drama, theatre or other performance works appropriate for the context, the students, and the community, and to adapt such materials as legally permissible and as appropriate for use in a school setting.	<u>I, P</u> <u>A</u>	<u>P, A.</u>

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12. Beginning teachers understand and teach students about copyright and intellectual property rights as these pertain to the selection and use of drama and theatre-related materials and works for both instructional and performance purposes.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u>
13. Beginning teachers understand and implement appropriate organization of available classroom or other performance space for theatre instruction, and they assist students with understanding how to behave appropriately and safely in an open classroom space or other performance space organized for theatre instruction purposes.	<u>I, P</u> <u>I</u> <u>A</u>	<u>P, A</u>
14. Beginning teachers are able to organize and supervise a variety of different theatre-related processes being practiced and/or carried out by students during an instructional period.	<u>I, P</u> <u>A</u>	<u>P, A</u>
15. Beginning teachers understand and teacher students how to perceive and analyze artistic work, identify the aesthetics and effects of technical theatre elements, and interpret intent and meaning in individual works of drama/theatre.	<u>I</u> <u>I</u> <u>P</u> <u>A</u>	<u>P, A</u> <u>P, A.</u>
16. They recognize and can explain to students the importance of reflection in understanding the impact of drama processes and theatre experiences, the role of emotions in connecting with and responding to drama/theatre works, how interpretations of drama/theatre work are influenced by and connected to personal experiences, cultural contexts, and aesthetics; and how criteria are applied to evaluate drama and theatre work.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u>
17. Beginning teachers demonstrate both broad and in-depth conceptual knowledge of the societal, cultural, and historical contexts of drama/theatre.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u> <u>P, A.</u>

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18. They understand and teach students western and non-western theatre traditions, the history and diversity of theatre, and the roles, forms, and uses of theatre in societies past and present	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u>
19. Beginning teachers understand and teach students how empathy and the interrelationships between self and others influence and inform drama/theatre works.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A</u>
20. They enable students to understand both broad and in-depth conceptual knowledge of ways in which theatre is connected to other art forms.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A.</u>
21. They demonstrate knowledge of and teach students about the important role that research plays in theatre.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A.</u>
22. Beginning teachers help students understand the value of arts, and of participating in arts activities as actors, audience members, and arts advocates.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A.</u>
23. They help students understand the types of potential careers available in theatre, theatre arts, and theatre production.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A.</u>
24. Beginning teachers understand how analysis of and participation in a variety of forms of theatre contributes to the development of theatre literacy and ways that literacy in theatre can be integrated with learning and literacy in other arts and academic subjects.	<u>I</u> <u>P</u> <u>A</u>	<u>P, A.</u>

NDNU School of Education
Single Subject Credential Program
EDU 4405- 02 Teaching and Pedagogy: Theatre

COURSE DETAILS

Semester/Year: Spring 2025

Length: 14 weeks: 1/13/25-4/25/25

Lecture Schedule: Fridays beginning 1/18/25; SM 113, 4:30-7:00pm

Delivery Mode: Online synchronous instruction with fixed schedule attendance.

Credit Hours: Credit Hour Policy: As per [34 C.F.R. § 600.2 \(2024\)](#), one credit hour consists of 15 hours of direct faculty instruction, which may include an equivalent or proportionate amount of regular and substantive interaction in the case of distance education modalities, plus 30 hours of out-of-class work.

Summary of Coursework Hours

Instruction: 51 hours

- Lectures (including guest speaker sessions) for all candidates: 15 hours
- Lectures/ Break Out by Subject Content Area: 30 hours
- Break Out Rooms for Group Work: 2 hours
- Peer Reviews and Collaborative Work: 2 hours
- Instructor Feedback: 1 hours
- Regular Announcements and Updates: 1 hour

Out-of-Class Work: 90 hours

- Reading: 30 hours
- Research: 30 hours
- Assignments: 15 hours
- Other (interviews, observations, etc.): 15 hours

Learning Management System: All student work is to be uploaded to Canvas

Technology Minimum Requirements and Necessary Technical Skills: Computer, Internet access; NDNU email account.

Prerequisites: Completion of Foundation courses; approval for concurrent enrollment in EDU 4450 Student/Intern Teaching Single Subject Semester I

Last day to Add/Drop Classes: Friday, January 24, 2025

Last Day to Request Withdrawal Grade: Friday, April 25, 2025

Notre Dame de Namur University
Caryl Hodges, Accreditation Coordinator
Email: chodges@ndnu.edu

INSTRUCTOR DETAILS

Name: Cathelyn (Cathy) Bennett-Ennon - Instructor

Email: cennon@ndnu.edu; cbennon@comcast.net;

Cell Phone: (650) 766-6867

Office Hours: by appointment

Name: Virginia Musante – Theater Mentor

Email: vmusante@ndnu.edu; virgie28@gmail.com

Office Hours: by appointment

COURSE DESCRIPTION

Catalog Description: Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. This course is coordinated by an NDNU faculty member and jointly taught by mentor teachers from local schools. The focus of this course is teaching the state adopted academic content standards using effective strategies in the discipline of the teacher candidate. Program-related topics and legal requirements such as well as a review of the Teaching Performance Expectations (TPE's). Other topics include, but are not limited to classroom management, teaching and learning in a standards-based environment, and setting high expectations for all students. Candidates apply course content to field practicum and the development of their Teaching Performance Assessment.

Course Description: Teaching and Pedagogy (3): Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. This course is coordinated by a NDNU faculty member and jointly taught by mentor teachers from local schools. The focus of this course is teaching the state adopted academic content standards using effective strategies in the discipline of the teacher candidate. Program-related topics and legal requirements include a review of the Teaching Performance Expectations (TPE's). Other topics include classroom management, teaching and learning in a standards-based environment, the importance of DEIB in the classroom, Dyslexia 101, and setting elevated expectations for all students. Candidates apply course content to field practicum and the two-cycle development of their Teaching Performance Assessment (CALTPA).

NOTE: Candidates enroll in the specific section of EDU 4405 Teaching and Pedagogy identified for their Single Subject Credential Content Area, e.g. EDU 4405-02 Teaching and Pedagogy Theater.

TEXTS AND ARTICLES

Required Theatre Text: Nellie McCaslin, *Creative Drama in the Classroom*

If you haven't downloaded the following documents in other credential courses from the California Department of Education website, please download and keep a file on your computer. You will need to refer to them and be familiar with them in our credential program courses and in your practicum placements.

California Arts Standards for Public Schools
<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Notre Dame de Namur University
Caryl Hodges, Accreditation Coordinator
Email: chodges@ndnu.edu

California Arts Education Framework

<https://www.cde.ca.gov/ci/vp/cf/>

California Arts Standards for Theatre

https://www.cde.ca.gov/search/searchresults.asp?cx=001779225245372747843:gpfwm5rhxiw&output=xml_no_dtd&filter=1&num=20&start=0&q=California%20Arts%20Standards%20for%20Theater

California English Language Development Standards

<https://www.cde.ca.gov/sp/ml/eldstandards.asp>

CA Dyslexia Guidelines

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

Also, you should be familiar with this website and its resources:

Visual and Performing Art

<https://www.cde.ca.gov/ci/vp/>

Other articles, recommended readings videos, websites, and other digital resources will be provided in the course Canvas shell or via links to download the materials.

CANDIDATE LEARNING OUTCOMES

Program Learning Outcomes: Upon completion of a Preliminary Single Subject Credential:

- PLO 1: Candidates will be able to engage and support all students in learning.
- PLO 2: Candidates will be able to create and maintain effective environments for student learning.
- PLO 3: Candidates will be able to understand and organize subject matter for student learning.
- PLO 4: Candidates will be able to plan instruction and design learning experiences for all students.
- PLO 5: Candidates will be able to assess student learning.
- PLO6: Candidates will be able to develop as professional educators.

Course Learning Outcomes: In this course, candidates will be introduced to a basic overview of teaching objectives that support effective teaching principles designed to guide and direct instructional strategies and techniques used in today's classroom. Becoming aware of what is important to students from their viewpoints, learning strategies to motivate and recognize student academic and behavioral milestones, managing learning environments that generate fairness and respect, looking at how equity overshadows equality issues in the classroom, and reflecting on personal teacher attitudes and biases will be integrated with subject-specific pedagogical curricula in class meetings with course instructor and mentor teachers. Because of the variety of content curricula for the Single Subject Credential Program, students will be assigned a subject specific mentor teacher who will be responsible for teaching pedagogy for the content area.

Candidates will also engage in work-related activities aligned with subject-specific pedagogy to further enhance and support a student teacher or intern assignment aligned with State Mandated Teacher Performance Expectations (TPE) discussed in class meetings and in sessions with a mentor teacher. Candidates will meet with a mentor teacher as a cohort in subject-specific content areas that will be viewed through the lens of TPE's.

Theatre Course Learning Outcomes: Candidates will on completion of this course

CLO 1 - demonstrate the ability to teach the state-adopted student standards for theatre and applicable English Language Development Standards including helping students understand the history, purposes, cultural-historic context and roles of theater in society.

CLO 2 – demonstrate the ability to create an effective environment which provides appropriate way to guide all students in learning/understanding the influence and impact of personal experiences and relationships theater work, allowing students to develop artistic ideas and an understanding of how their interactions with others inform drama and theater work.

CLO 3 – demonstrate the ability to plan lessons and activities that provide all students with multiple opportunities to learn and apply technical theater elements in a creative process grounded in the collaborative nature of theatrical work.

CLO 4 - demonstrate the ability to apply and teach students the laws, policies and procedures including copy right and intellectual property rights, as these pertain to the selection and use of drama and theatre-related materials and works for both instructional and performance purposes.

Notre Dame de Namur University Hallmarks

1. We proclaim by our lives even more than by our words that God is good.
2. We honor the dignity and sacredness of each person.
3. We educate for and act on behalf of justice, peace and care for all creation.
4. We commit ourselves to community service.
5. We embrace the gift of diversity.
6. We create community among those with whom we work and with those we serve.
7. We develop holistic learning communities which educate for life.

Please also note: "We acknowledge that Notre Dame de Namur University sits on the unceded ancestral homeland of the Ramaytush Ohlone who are the original peoples of the San Francisco Peninsula. We recognize that we benefit from living and working on their traditional homeland, and we affirm their sovereign rights as First Peoples."

COURSE REQUIREMENTS, ASSESSMENTS AND GRADING SCALE

Attendance Policy: Students are expected to attend all scheduled class meetings in person or online. Unexcused non-attendance will be considered in the grading process and reflected upon the final course grade if the non-attendance extends to two or more times. Excused non-attendance, prearranged with the instructor and alternate assignments arranged, will be accommodated for only one time during the semester. Allowances will be made for emergency situations such as illness or last-minute emergencies, if requested by the student. The instructor will provide alternate assignments that will be due at the next class session. NOTE: An excess of unexcused absences will place the student in academic jeopardy and the instructor will report this situation to the Education Committee for review.

Active Participation Expectations, Class Conduct: Participation includes, but is not limited to attendance, completing assigned readings, engaging in discussions, engaging in impromptu individual and small group activities, oral presentations, and activities conducted by guest speakers. It also means being attentive, initiative-taking, respectful, independent, responsible, and flexible.

Since your active presence is expected, please refrain from engaging in distracting activities during class such as texting, emailing, internet surfing, phone calls unless an emergency, and checking your smart phone or laptop. As a courtesy, please mute yourself to avoid background noise from cell phones, other devices or other conversations/noise that might become a distraction to you or others around you.

Assignments Format and Submission:

Use of Artificial Intelligence Policy: As a Graduate School of Education shaping the future educator workforce, we recognize the enormous scope of AI and its implications in our field and beyond. Our overriding goal is to prepare our students to embrace AI as a tool to manage their role as an educator efficiently and ethically and have their students leverage the benefits of AI in their learning. The NDNU current academic integrity policy still stands and students are expected to produce original work when required and cite supporting documents, resources, and tools as appropriate per APA guidelines.

Deadlines and Late Assignments Policy

Follow-up Work (aka homework) assignments **MUST** be typed, in 12-point font, and double spaced unless otherwise directed by the instructor. When citing sources, please use APA format and provide a reference list when appropriate. Paginate any paper of more than two (2) pages and be sure your name and date are in the upper right-hand corner. Follow-up Work assignments will be turned to the instructor via email or uploaded in the course Canvas shell. Exceptions will be allowed for on-demand writing assignments in class.

Grading Scale: Active participation and assignments will be graded on a point scale or rubric score, which will be equated to a letter grade between A and B-. Based on comments from the instructors and assignment point totals candidates may resubmit assignments for a higher score. Credential candidates must receive a grade of B- or better in all courses. Courses with a grade lower than a B- must be repeated for a higher grade.

Note: Incomplete grades are strongly discouraged, except in the case of circumstances that impede finishing coursework on time. Candidates with an Incomplete grade may be restricted from registering for their final student teaching semester and co-requisite courses until a passing grade is posted.

Key Assignments	Score
Participation: Active participation in class as well as all other assignments not listed below will be marked as submitted	20
Drama Lesson Series: Due Session 6	15
10-line Scene Presentation: Due Session 6	10
1 Minute Speech: Due Session 7	10
Mid-Term Reflection: Due Session 9	10
The Theatre Presentation: Due Session 10	15
Culminating Portfolio and Presentation: Due Session 14	20
Total	100

Special Requirements or Expectations:

CalTPA Connection: For our credential candidates to have the best possible preparation for the successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage candidates to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio.

Privacy and Confidentiality: One of the highlights of their NDNU academic experience is that candidates often use real-world examples from their organization/school in class discussions and written work. However, it is imperative that candidates not share information that is confidential, privileged, or proprietary in nature.

ASSIGNMENTS: DESCRIPTIONS AND DUE DATES

Session	Assignments
1	<u>Theatre Assignments:</u> Due Session 2 - Write a reflection of a personal experience in theatre and how it has impacted your life? How did our class focus on the historical role and traditions of theatre in society relate to our experiences? How does this help you understand the value of theatre (and the arts) and the audience, actors, and society and inform your role as a theatre teacher? - Read in text Chpt 1 <i>Creative Drama: An Art, Socializing Activity and a Way of Learning</i>
2	<u>Assignment:</u> Due Session 3 - Read article “<i>Five Ways to Get to Know Your Middle and High School Students Better</i>” Edutopia, Mar. 2021, Pp 1-6; - Write a short, no more than 1-page reflection paper identifying how did the panel and the article inform your role as a teacher in your content area? <u>Theatre Assignments:</u> Due Session 3 - Read in text Chpt. 2 <i>Imagination is the Beginning</i>; Chpt. 13 <i>Creating Drama for a Special Child</i> - Using our class discussion, texts and any other resources to write up a short description (1 paragraph each) of 3-4 activities you could use in your classroom to engage your students in learning about the components of dramatic structure and technical theatre elements. - Select 3-4 sample exercise and techniques you learned in class to create character and meaning and use in a lesson in your classroom this week. Ask for student feedback on what they learned from these exercises. What did you learn from their feedback? How will it inform your planning and teaching?
3	<u>Assignment:</u> Due Session 4 Interview your master teacher about learning environments in your content area that work for all students, with focus on diverse student populations. Ask how your master teacher uses information about all students to create an equitable system to provide equitable opportunities for all students to participate in a range of roles in the artistic

	process. How is casting and the selection process explained to students and how is it carried out? <u>Theatre Assignments:</u> Due Session 4 • In collaboration with your master teacher and using the CalTPA Cycle 1 Step1, use the Whole Class and Focus Student 1-3 description categories to record data (just input after each category, don't write a narrative yet). Bring your notes to share in group discussion on creating equitable opportunities for students to participate on a range of toles during theatre productions. • Read in text Chpt 7: <i>Dramatic Structure: The Play Takes Shape</i> • Write 1–2-page reflection paper of your ideas on creating a collaborative space in our classroom? How would you begin given what you know about your students? How would this inform how you plan and teach during the coming semester?
4	<u>Assignment:</u> Due Session 5 • Read articles “Growth Mindset Moments” and “Growth Mindset Revisited” <u>Theatre Assignments:</u> Due Session 5 • Read in text Chpt 3 <i>Movement, Rhythm and Dramatic Play</i> • Read in text Chpt. 8 <i>Building Plays from. Simple Stories</i> • Develop a “Fractured Fairytale” presentation to be shared next class session that demonstrates how you applied creative expression in the creation of the Fractured Fairytale. • Outline a series of lessons, using Chpt 8 of our text, to guide students through the process of writing a drama/play and then completing the process of organizing, developing, refining, rehearsing and then presenting a completed theatrical work. Due in Session 6
5	<u>Assignment:</u> Due Session 6 • Read article “Supporting Students with Hidden Disabilities” and write a 2-page reflection paper summarizing the article, identifying 2-3 takeaways that will inform how you plan/teach students with special needs in your content area, and your overall reaction to the article. <u>Theatre Assignments:</u> Due Session 6 • Read text Chpt. 9 <i>Building Plays from Longer Stories</i> • Read text Chpt. 10 <i>The Possibilities in Poetry</i> • Write a simple 10-line scene and emotion list to present to class. Incorporate what you have learned so far in the class (collaborative spaces, creative expression, movement) and what you know about the students in your student/intern teaching placement. Bring copies for the whole class.
6	<u>Assignment:</u> Due Session 7

	- Observe students in a SpEd or ELD class and take notes on what you observe that is the same or different in the classroom management and curriculum delivery. Prepare to share out orally. <u>Theatre Assignments:</u> Due Session 7 - Read in text: Chpt 11 <i>Speech and Speech Related Activities</i> - Based on Chpt.11, create a 1-minute speech on a topic that you know very well - Reflection on your 10-line scene and emotion list presentation; What did you learn that you will apply in your future planning, teaching and assessment of your students? - Create a 1-minute speech on a topic that you know very well.
7	<u>Assignments:</u> Due Session 8 - Read article “Using High Expectations to Boost Students’ Sense of Belonging” - Review the California Dyslexia Guidelines Chpt 11 <i>Effective Approaches for Teaching Students with Dyslexia</i> and Chpt. 12 <i>Assistive Technology</i> - Prepare a 1–2-page reflection paper about dyslexia and its effect on diverse student populations, and general education students. <u>Theatre Assignments:</u> Due Session 8 - Read in text Chpt. 4 <i>Pantomime the Next Step</i> - Find an interesting” prop” from home; think of a new use for it in a class exercise or performance. Bring it to next class, ready to sell it during the “Shark Tank” exercise. (If you aren’t familiar with the TV show, watch an episode to prepare for out class activity)
Spring Break	
8	<u>Assignment:</u> Due Session 9 - Read article” Training Bias Out of Teachers: Research Shows Little Promise So Far - Based on the reading and Dr. Charles’ lecture, reflect on what biases you have and how these might influence your teaching in your content areas and interactions with your students. and <u>Theatre Assignments:</u> Due Session 9 - Read text: Chpt 5 <i>Improvisation: Characters Move and Speak</i> - Mid-Term Reflection: This is mid-term in the semester. You are halfway through your first semester of student/intern teaching and have just completed your mid-term 3-way evaluation conference with your university supervisor and cooperating teacher. Look back over these past 8 weeks and reflect on how you have grown and developed as a theatre teacher. What have you learned about your teaching style? What goals do you have for the next 8 weeks of the semester?
9	<u>Assignment:</u> Due Session 10 Read assigned AI article and prepare to share orally the essential elements of the article that you have questions about or are currently using in your classroom at the next class. <u>Theatre Assignments:</u> Due Session 10

	• Read in text: Chpt.15 <i>Creative Drama in Alternative Spaces</i> • The Theatre Presentation: Choose one style of theatre and write a brief description (include what the theatre space, theatre traditions, societal influences, and intersectionality of the arts during that time). Prepare a 5-minute presentation in any format you desire. Please consider including artifacts, pictures, short performances (by you, YouTube or other media), and/or other activates to engage the class in your presentation.
10	<u>Assignment:</u> Due Session 11 • Use AI program of your choice to create a lesson plan for our class. Bring a cop of the lesson plan to share in class as well as a list of prompts you provided to AI throughout the process to achieve the “final lesson plan.” What did you learn in the process? What might you do differently? How might you use AI in the future for planning activities and lessons? • If you are currently having your students use AI as part of their learning activities in your class, be prepared to share examples of what they are doing and how you guide/support their use of AI. <u>Theatre Assignments:</u> Due Session 11 • Read text: Chpt 14 <i>Sharing Work with an Audience</i> • Actor Resume: Research any professional actor and write a 1-2-page paper about them their career, what is their style, critiquing the actor’s style, how he/she connects with audiences through his/her different roles, how does he/she advocate/reenforce the importance of arts in society?
11	<u>Assignment:</u> Due Session 12 • Write a letter to yourself, 3 years in the future and send a copy to the instructor before next class session. <u>Theatre Assignments:</u> Cues Session 12 • Review the reflection you wrote the first week of class. Reflect on our class and your teaching experiences this semester. How have your thoughts on the value of arts and of participating in art activities in a range of roles and the importance of theatre in our society changes or expanded during this time? (22, 24) • Bring 2 examples of how AI in your theatre program: one example of how you are using it as a teacher; one example of how you are having students use it planning for and giving performances • Send your instructor a picture of one unique item (handheld size) for the next class for group project
12	<u>Theatre Assignment:</u> Due Session 14 • Reminder: Your final project presentation is due in Week 14. You have no other assignments for the next two weeks so you can focus on that presentation and other end-of-the-semester deadlines.
13	No Assignments Due

14	<u>Theatre Assignment:</u> • CULMINATING PORTFOLIO PRESENTATION • Complete the instructor's course survey sharing reflection on course content and what are your takeaways. • Complete the NDNU course survey on the NDNU Portal.
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Culminating Portfolio: Using assignments/activities from our course as well as activities/lessons you have taught in your student/intern teaching placement, create a Portfolio that incorporates all you have learned that can be a resource for you can use in your teaching career. It should also demonstrate you have met the learning outcomes of the course. You will do a 10–15-minute presentation of your portfolio in the final class.

Your portfolio can be organized as a hard copy document, using electronic media that would be useful to you (power point, google slide, Infographic, video, etc.) or a combination of all of these. Your portfolio must have the following:

- Introduction: Give an overview of the portfolio contents, why you selected it and how it will be used.
- Reflection on what you have learned during the semester as a beginning Theater teacher and how this will inform into your professional career. Feel free to look 3-4 years into the future.

Then collect all your assignments from the course, as well as lessons and activities from your student teaching placement and group in categories that will be most useful to you. Potential grouping could be by focus areas similar to how our class meetings were structure:

- History of Theatre/Theatre Literacy
- Creating a Collaborative Space/Inclusivity
- Creative Expression and Movement
- Using your Space/Classroom Management
- Putting It all Together

Potential groupings could be by type/purpose of the lesson or activity:

- Warm-Ups and Activities
- CROW(E) Concept Activities and Games
- Lesson Plans
- Performances
- Cool Down Activities:

Two final sections of your portfolio should be:

- Conclusion: Final thought and reflections on the project.
- Works Cited/Resources

We will spend time throughout the semester discussing the culminating portfolio so you can collect items and consider how to best display them throughout the semester.

[Culminating Portfolio Rubric:](#)

19-20 points = A

16-17 points = B

Credential candidates must receive a grade of B- or better in all courses. Courses with a grade lower than a B- must be repeated for a higher grade.

COURSE CALENDAR

Session	Themes/Activities	Assignments
1	Orientation meeting for all candidates with instructor and subject specific mentors. Walk through syllabus and course overview for the semester. <u>Theatre Credential Break-Out (1, 17, 18, 22)</u> - Review Learning Outcomes - Walk through California Arts Standards for Theatre and California DOE Visual and Performing Arts website - Intro to the World of Theatre (Part 1): What is theatre literacy? Exploring the traditions (western, non-western), historical roles and purposes of theatre in society: Why is theatre important to a society? ...to a culture? in the past and in the present? How can we help students see and understand how the role of theatre impacts their lives, both as participants and audience as well as those who come to theatre performances? <u>Activity:</u> Share with the group. Your student/intern teaching placement: grade level, overview of class, what productions are planned for this semesters, etc. Reflect on what has drawn you to become a theatre teacher? First impressions: How does your placement “fit” what you expected?	<u>Theatre Assignments</u> - Write a reflection of a personal experience in theatre and how it has impacted your life? How did our class focus on the historical role and traditions of theatre in society relate to our experiences? How does this help you understand the value of theatre (and the arts) and the audience, actors, and society and inform your role as a theatre teacher? (1, 17 , 18 , 22) - Read Chpt 1 <i>Creative Drama: An Art, Socializing Activity and a Way of Learning</i> in text
2	<u>Our Clients-MS and HS Students Panel:</u> (TPes 1, 2) Guest Speakers are middle school students who will engage candidates in profiling school from the perspective of their expectations and perceptions. <u>Activity:</u> 1) During the panel presentation, complete the Venn Diagram noting what comments ae the same for MS and HS	Assignment: - Read article “<i>Five Ways to Get to Know Your Middle and High School Students Better</i>” Edutopia, Mar. 2021, Pp 1-6; - Write a short, no more than 1-page reflection paper identifying how did the panel and the article inform your role as a teacher in your content area?

	students and which ones are specific to their age and grade level. Use the area outside the Venn Diagram to note any ideas that don't fit within the diagram. 2) Using your Venn Diagram, write at least 1 question to ask the panel. <u>Theatre Credential Break-Out (5)</u> - Intro to the World of Theatre (Part 2): Exploring the components of dramatic structure and technical theatre elements. What types of exercises and techniques do actors use to create their character and meaning? How can theatre works be selected and present, physically and visually to have an impact on specific diverse audiences. <u>Activity:</u> - Group Discussion: How did the student panel and the readings inform your role as a theatre teacher? What insights have you gained from the panel and the readings that will help you plan lessons/activities that will help your students understand and apply in theatre productions. - Engage in sample exercises and techniques you can teach your students to use to create their character and meaning. How can you adapt or modify these activities to engage all students (shy/reluctant, multilingual, special needs, etc.? Debrief: How does actively engaging in specific guided exercises help the student develop their performance skills? (5)	<u>Theatre Assignments:</u> - Read Chpt. 2 <i>Imagination is the Beginning</i>; Chpt. 13 <i>Creating Drama for a Special Child</i> - Using our class discussion, texts and any other resources to write up a short description (1 paragraph each) of 3-4 activities you could use in your classroom to engage your students in learning about the components of dramatic structure and technical theatre elements. (5) - Select 3-4 sample exercise and techniques you learned in class to create character and meaning and use in a lesson in your classroom this week. Ask for student feedback on what they learned from these exercises. What did you learn from their feedback? How will it inform your planning and teaching? (5)
3	Motivation & Inspiration (TPE 2) Guest Speaker – Fernando Figueroa, Abbott Assist. Principal	<u>Assignment:</u> Interview your master teacher about learning environments in your content area that work for all students, with focus on diverse student populations. Ask how your

	Topic: Motivation and Expectations of the Teaching Profession. <u>Activity:</u> In class reading of article “<i>The One Rule You Need</i>” followed by class discussion. <u>Theatre Credential Break-Out</u> - Creating a Collaborative Space (3, 21): What is a collaborative space and how do you create it? What is the creative process? How do you use the technical theatre skills, techniques, and tools in the creative process? What is the role of collaboration in theatrical work and how does the teacher teach/model and engage students in collaboration? How does knowing about the diverse strengths and areas of growth of students in the class help the teacher plan/guide lessons/activities that support students in understanding the role research plays in theatre? <u>Activity:</u> - Group Discussion: Share the information about your whole class and focus students you collected for the TPA. How can you use this information be used to build collaboration skills with your students? What technical theatre skills, techniques, and/or tools have you observed your master teacher using to the creative process? Generate a list to share with all candidates. (3, 21)	master teacher uses information about all students to create an equitable system to provide equitable opportunities for all students to participate in a range of roles in the artistic process. How is casting and the selection process explained to students and how is it carried out? (6) <u>Theatre Assignments:</u> - In collaboration with your master teacher and using the CalTPA Cycle 1 Step1, use the Whole Class and Focus Student 1-3 description categories to record data (just input after each category, don’t write a narrative yet). Bring your notes to share in group discussion on creating equitable opportunities for students to participate on a range of toles during theatre productions. - Read in text Chpt 7: <i>Dramatic Structure: The Play Takes Shape</i> - Write 1–2-page reflection paper of your ideas on creating a collaborative space in our classroom? How would you begin given what you know about your students? How would this inform how you plan and teach during the coming semester? (3, 21)
4	<u>Classroom Management</u> (TPEs 2, 3)	<u>Assignment:</u>

	Guest Speaker – Dave Moore, AP - Aragon HS. “Classroom Management and Strategies that Work.” (14) <u>Activities:</u> Our Words Matter Activity and then whole group sharing of what was/was not an effective learning environment for diverse student populations; <u>Theatre Credential Break-Out</u> • Creative Expression (2 , 4): What is creative expression? As a teacher, what do I need to know about my students and about theatrical performance in order to select, analyze, interpret, develop and refine artistic work that is appropriate for student presentation? ? How can the teacher help students learn how to convey meaning through the presentation of an artistic work? How does one scaffold instruction to take students through activities that help then develop in-depth conceptual knowledge of the processes and roles in drama/theatre instruction including how to envision/conceptualize and generate works of drama and theatre. Once the work is developed, how can students be guided through the process of organizing, developing, refining, rehearsing and then presenting a completed theatrical work. <u>Activity:</u> • Brainstorm Session (14): What are classroom management activities and strategies in a theatre classroom? Think about guest speaker and the discussion with your fellow candidates who teach a range	• Read articles “Growth Mindset Moments” and “Growth Mindset Revisited” <u>Theatre Assignments:</u> • Read in text Chpt 3 <i>Movement, Rhythm and Dramatic Play</i> • Read in text Chpt. 8 <i>Building Plays from. Simple Stories</i> • Develop a “Fractured Fairytale” presentation to be shared next class session that demonstrates how you applied creative expression in the creation of the Fractured Fairytale. (4) • Drama lessons series, using Chpt 8 of our text, to guide students through the process of writing a drama/play and then completing the process of organizing, developing, refining, rehearsing and then presenting a completed theatrical work. Due in Session 6 (2 , 4)
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	of content courses. Now, think about the classroom management and strategies that your master teacher has in place in your theatre classes. As a theatre teacher, how do you organize and supervise a variety of different theatre-related processes being practiced/carried out by students during an instructional period? Is there a different process for how you organize performance space during rehearsals and performances? How are is classroom management different in your theatre classroom than if is in other content area classrooms? How do you orient students to those differences? [responses will be recorded by zoom and shared] • Master Teacher Interview: Using the whole class and focus student data from your class and the interview with your Master identify ways to implement student casting and selection process related to drama and theatre design, development and performance that provide equitable opportunities for student involvement in the artistic process. Consider providing all students with opportunities to take leadership roles as well as be members of a team. How can you modify roles/jobs to accommodate special needs students and multilingual students? Use ideas generated by this discussion to develop guidelines you can use in our classroom and share with students, so they understand the process and why it is important for everyone to experience a range of roles and responsibilities in all aspects of a theatre production. (6, 10)	
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5	<u>Building Growth Mindset in the Classroom</u> (TPEs 2, 4) Author Carol Dweck is psychologist known for her work on motivation and mindset. Mindset is how an individual approaches all aspects of life. A fixed mindset focused on the belief that basic abilities intelligence, talents, are fixed traits while a growth mindset focuses on the belief that talents and abilities can be developed through hard work, learning, and persistence. <u>Activities:</u> Mindset quiz and discussion: How do you see both fixed and growth mindset in how you approach teaching? How do you see both fixed and growth mindset in how your students approach their learning process in your class? <u>Theatre Credential Break-Out</u> Creating with Movement (7, 8, 9): How is body movement and position relative in artistic performance and movement? Identifying appropriate ways to work with a diverse range of students (age, culture, ethnicity, multilingual, etc.) to guide and assist them in learning about and performing body movement related to their acting role. Identifying appropriate actions and boundaries between teacher/student and student/student during activities that require interpersonal physical contact. How to have appropriate conversations, taking in the diverse identifies of students, about what can be sensitive topics related to physical movement and interpersonal interactions. How can you engage students in activities that will help them develop their own artistic ideas related to	<u>Assignment:</u> - Read article “Supporting Students with Hidden Disabilities” and write a 2-page reflection paper summarizing the article, identifying 2-3 takeaways that will inform how you plan/teach students with special needs in your content area, and your overall reaction to the article. <u>Theatre Assignments:</u> - Read text Chpt. 9 <i>Building Plays from Longer Stories</i> - Read text Chpt. 10 <i>The Possibilities in Poetry</i> - Write a simple 10-line scene and emotion list to present to class. Incorporate what you have learned so far in the class (collaborative spaces, creative expression, movement) and what you know about the students in your student/intern teaching placement. Bring copies for the whole class. (11, 13, 14)
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	creating/implementing theatre movements in performances. <u>Activities:</u> • Creating Movement Exercises: Candidates will engage in role play to practice guiding movement instruction for a range of sample performance scenarios. (7, 8, 9) • Fractured Fairytale Presentation and Discussion (4) What did you learn through this process? How can you use this or similar activities in class about engaging your students in developing in-depth conceptual knowledge of the processes and roles in drama/theatre.	
6	<u>Creating and Maintaining Effective Learning Environments for Inclusivity (TPE 4)</u> <u>Activity:</u> In class reading “Setting Up a Disability-Inclusive Curriculum” and discussion of how teachers can collaborate across content area classes to support special needs students. What role does mindset, teacher and student, have in how you approach implementing IEP and 504 documents to support students across the curriculum? <u>Theatre Credential Break-Out</u> • Performing All-Inclusively (10): Collaborating with Special Education teachers, aides, and support personnel to identify and incorporation appropriate accommodations and modifications (IEP, 504 based) for students with special needs and disabilities to ensure equitable participation in theatre. Instruction activities and performances. Considering how selection and adaptation of performance works can enhance the	<u>Assignment:</u> • Observe students in a SpEd or ELD class and take notes on what you observe that is the same or different in the classroom management and curriculum delivery. Prepare to share out orally. <u>Theatre Assignments:</u> • Read in text: Chpt 11 <i>Speech and Speech Related Activities</i> • Based on Chpt.11, create a 1-minute speech on a topic that you know very well • Reflection on your 10-line scene and emotion list presentation; What did you learn that you will apply in your future planning, teaching and assessment of your students? • Create a 1-minute speech on a topic that you know very well.

	inclusion of special education students in the full range of theatre production roles. (11) Activity: - Performing 10- line scenes: Engage candidates in the class in performing your 10-line scene. Author/Director, performers and audience will engage in a debrief about what they experienced and how this can be applied in their own planning, teaching and assessment. - Writing a Drama Lesson Series Outline: Share your 5-lesson outline with the group. How did you select the topic? How would you engage your students in creating this drama lesson series? (2, 4)	
7	<u>Dyslexia 101 and What's New for Teacher Candidates</u>" (TPEs 5, 6, 7) Guest Speaker – Janet Fox – NDNU SpEd Instructor (10) <u>Activity:</u> Take notes during the guest speaker presentation to identify 1 question to ask during Q&A that will help you incorporate what was presented into your planning, teaching and assessment activities. <u>Theatre Credential Break-Out</u> Organization of available classroom or other performance space (13): Examine the wide range of performance spaces that can be used/adapted to different forms of theatrical performance. Communication, both oral and visual, are part of any artistic performance so how can teachers march performance method and available space for instruction and performance purposes? Working	<u>Assignments:</u> - Read article "Using High Expectations to Boost Students' Sense of Belonging" - Review the California Dyslexia Guidelines Chpt 11 <i>Effective Approaches for Teaching Students with Dyslexia</i> and Chpt. 12 <i>Assistive Technology</i> - Prepare a 1–2-page reflection paper about dyslexia and its effect on diverse student populations, and general education students. <u>Theatre Assignments:</u> - Read in text Chpt. 4 <i>Pantomime the Next Step</i> - Find an interesting" prop" from home; think of a new use for it in a class exercise or performance. Bring it to next class, ready to sell it during the "Shark Tank" exercise. (If you aren't familiar with the TV show, watch an episode to prepare for out class activity)

	with students to understand how performance space organization and location (e.g. classroom, outdoors, public space, or other performance space), impacts how to behave appropriately and safely for theatre instructions purposes, and performances. • Aesthetics & Analyzation (15): Using performance space as a foundation, identify how to teach students to perceive and analyze artistic work, analyze the aesthetics and effects of technical theatre elements. Explore how the interpretation and the meaning in individual works of drama/theatre can be impacted by other elements, such as performance space. <u>Activity:</u> • Brainstorming: Using the information provided by the guest speaker and your knowledge of your class collected for your CalTPA response, create a list of appropriate modifications and accommodations for your students with special needs and disabilities to ensure equitable participation in theatre instruction,, activities and performances. (10) • 1-minute speech presentations: Candidates will present their speech followed by a Q&A to debrief what they learned and how they could use this process with their students.	
	SPRING BREAK	
8	<u>"Understanding Diversity, Equity, Inclusion and Belonging"</u> (TPE 4, 6) Guest Speaker: Dr. Susan Charles, NDNU Professor <u>Activity:</u> Take notes during the guest speaker presentation to identify 1 question to ask	<u>Assignment:</u> • Read article "Training Bias Out of Teachers: Research Shows Little Promise So Far" • Based on the reading and Dr. Charles' lecture, reflect on what biases you have and how these might influence your

	during Q&A that will help you incorporate what was presented into your planning, teaching and assessment activities. <u>Theatre Credential Break-Out</u> • “Storytelling & “Selling” (15, 16, 19): performance is about storytelling and selling that story/characters to the audience. How do you help students understand the impact of drama processes and theatre experiences and the role of emotions in connecting with/responding to drama/theatre works? How do you help students understand how empathy and the interrelationships between self and others influences and informs drama/theatre works. What is the role of interpretation of drama/theatre work and how is it influenced by/connected to personal experiences, cultural contexts and aesthetics? What are the criteria used to evaluate drama and theatre work? What role does personal reflection, by students have in their understanding of these elements? Think back to the discuss in our last class – Now consider add to our consideration: How can activities and lesson help students perceived and analyze artistic work, identify the aesthetics and effects of technical theatre elements in order to be able to interpret intent/meaning of drama/theatre works. <u>Activity:</u> • “Shark Tank” (15, 16, 19): Candidates will take turns assuming the roles of participants in “Shark Tank” to recreate the TV show “performance” to “sell” their prop. Debrief: Consider how this activity relates to what we	teaching in your content areas and interactions with your students. and <u>Theatre Assignments:</u> • Read text: Chpt 5 <i>Improvisation: Characters Move and Speak</i> • Mid-Term Reflection: This is mid-term in the semester. You are halfway through your first semester of student/intern teaching and have just completed your mid-term 3-way evaluation conference with your university supervisor and cooperating teacher. Look back over these past 8 weeks and reflect on how you have grown and developed as a theatre teacher. What have you learned about your teaching style? What goals do you have for the next 8 weeks of the semester?
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	learned today about the impact of drama processes and theatre experiences. How can you use this activity in your classroom to teach students these concepts. • Pantomime Activity: Grab bag pantomime exercises. Debrief: What did you learn by doing this activity? What was most challenging for you? What did you find “easy” to do? How can you use this activity in your current class? How might you need to modify or accommodate this activity for different students in the class?	
9	<u>“Creating Humanizing Classrooms: Anchoring our Practice in Culturally Sustaining Pedagogy”</u> (TPE 2, 4) Guest Speaker – Dr. Samia Shoman, SMUHSD Director Bridge <u>Activity:</u> Take notes during the guest speaker presentation to identify 1 question to ask during Q&A that will help you incorporate what was presented into your planning, teaching and assessment activities. <u>Theatre Credential Break-Out</u> • Improvisation - Saying Yes and... (18, 20, 24): What are the range of theatre traditions, past and present? How can we engage our students in learning about the history and diversity of theatre, as well as the roles, forms, and uses of theatre in societies both currently and across time? How is theatre connected to other arts forms? How can we engage students in understanding the broad and in-depth conceptual knowledge of the intersectionality of all art forms.	<u>Assignment:</u> • Read assigned AI article and prepare to share orally the essential elements of the article that you have questions about or are currently using in your classroom at the next class. <u>Theatre Assignments:</u> • Read in text: Chpt.15 <i>Creative Drama in Alternative Spaces</i> • The Theatre Presentation: Choose one style of theatre and write a brief description (include what the theatre space, theatre traditions, societal influences, and intersectionality of the arts during that time). Prepare a 5-minute presentation in any format you desire. Please consider including artifacts, pictures, short performances (by you, YouTube or other media), and/or other activities to engage the class in your presentation. (18, 20, 24)

	<u>Activity:</u> Improvisation Activity: Grab bag improvisation exercises. Debrief: What did you learn by doing this activity? What was most challenging for you? What did you find “easy” to do? How can you use this activity in your current class? How might you need to modify or accommodate this activity for different students in the class?	
10	<u>An Open Conversation About Using AI As an Educational Tool</u> (TPE 3, 4) Guest Speaker: Rachel Paprocki, NDNU Librarian Activity: - Take notes during the guest speaker presentation to identify 1 question about using AI in your planning and teaching to ask during Q&A that will help you incorporate what was presented into your planning, teaching and assessment activities. - Group Discussion: Share the takeaways from your follow-up readings about AI. Open discussion of what you use and want to use. <u>Theatre Credential Break-Out</u> - Using Your Space (then and now) Theatre through the years (21, 22, 23): Why do research in theatre class? How does the world of theatre, outside of school, use research in all aspects of theatre production from the initial concept/writing to the final performance of a drama/theatre production? How can their research help students understand the various roles/job/careers required in the process of creating and producing a work of drama/theatre and how to carry out those roles.jobs? How can research help students understand the intersectionality/relationships	<u>Assignment:</u> - Use AI program of your choice to create a lesson plan for our class. Bring a cop of the lesson plan to share in class as well as a list of prompts you provided to AI throughout the process to achieve the “final lesson plan.” What did you learn in the process? What might you do differently? How might you use AI in the future for planning activities and lessons? - If you are currently having your students use AI as part of their learning activities in your class, be prepared to share examples of what they are doing and how you guide/support their use of AI. <u>Theatre Assignments:</u> - Read text: Chpt 14 <i>Sharing Work with an Audience</i> - Actor Resume: Research any professional actor and write a 1-2-page paper about them their career, what is their style, critiquing the actor’s style, how he/she connects with audiences through his/her different roles, how does he/she advocate/reenforce the importance of arts in society? (22, 23)

	between theatre and the other art forms as well as other content areas (language, math, science, social science, P.E., etc.)? <u>Activity:</u> The Theatre Presentations: Take notes ON each presentation to identify 1 question to ask during the Q&A. How can you use this activity in your classroom – either as a presentation to you students or as an assignment for students to present?	
11	<u>“If You Want to Love Your Job & Other Tricks of the Trade” (TPE 6)</u> Guest Speaker – Jill Nida, Teacher, Tierra Linda MS Mrs. Nida will share her journey over her 30+ years of teaching, and why she still has her passion after all these years. <u>Activity:</u> Take notes during the guest speaker presentation to identify 1 question to ask during Q&A that will help you think about ways you can continue to grow and develop as a professional educator/teacher throughout your career. <u>Theatre Credential Break-Out</u> - Putting It All Together (22, 24): Begin with a review of all the parts that go into a drama/theatre production – what about the audience? What role does the audience “play” in this process? How important is it to the creation of the drama/play? <u>Activity:</u> - Share out Actor Resume: Share out your resume. What did you learn about the role of the actor in a production from your research? What other members of a production team were mentioned as essential to supporting the actor in completing his/her role? How can	<u>Assignment:</u> - Write a letter to yourself, 3 years in the future and send a copy to the instructor before next class session. <u>Theatre Assignments:</u> - Review the reflection you wrote the first week of class. Reflect on our class and your teaching experiences this semester. How have your thoughts on the value of arts and of participating in art activities in a range of roles and the importance of theatre in our society changes or expanded during this time? (22, 24) - Bring 2 examples of how AI in your theatre program: one example of how you are using it as a teacher; one example of how you are having students use it planning for and giving performances - Send your instructor a picture of one unique item (handheld size) for the next class for group project

	this information be informative to your students? How might you use a similar resume activity to highlight all the jobs needed for a successful production? • Drama/Theatre Production Mapping: As a group, using the whiteboard or a graphic organizer like Infographic create a visual map of all the parts of the theatre related processes from initial selection of the performance piece (11) to casting/role selection (6) to the processes carried out by students along with a title/short job description of each practice (14).	
12	<u>Using AI in the Classroom: Ideas for Teaching and Assessing (TPE 3)</u>, Guest Speaker – Julie Chen, Teacher – Serra High School <u>Activity:</u> Take notes during the guest speaker presentation to identify 1 question to ask during Q&A that will help you incorporate AI into your planning, teaching, and assessment activities as well as a tool for students to use in classroom activities and assignments. <u>Theatre Credential Break-Out</u> • Group Performance - Paper Bag Scenes: The unique items each candidate brought will be put in a large brown bag. Candidates will be divided into small groups. Your group will via an online device, “reach into the bag” and select an item. Each group has 30 minutes in their own break-out room, to build a 5–8-minute performance/scene around that object. The performance/scene can use any of the drama/theatre traditions/methods we have studied this semester....yes, somewhat challenging in an online class but go for it!	<u>Theatre Assignment:</u> • Reminder: Your final project presentation is due in Week 14. You have no other assignments for the next two weeks so you can focus on that presentation and other end-of-the-semester deadlines.

	Debrief: How can you use the Paper Bag Scenes in your class? How did doing this online, rather than in person, inform what you selected to do? How did being online impact the performance as opposed to doing this “in-person?” As we move more and more to online as a normal part of work and going to school, how is that going to impact how you teach theatre? What are ways you can provide your students with opportunities to experience all the lessons/activities in your class while attending class online? What performances online do you currently see that engage audiences in the same way as live theatre performances? What can we learn from these new “theatrical performance options?	
13	<u>Developing as a Professional Educator</u> (TPE 6) Activity: “What Makes a Great Teacher: Pedagogy or Personality” discussion with examples of your favorite all-time teacher. <u>Theatre Credential Break-Out</u> Laws, Regulations, and Policies Panel: John Harding (attorney) and Virginia Musante (Theatre Teacher and SNAP Co-Founder) will present on copyright and intellectual property rights as these pertain to the selection and use of drama and theatre-related materials and works for both instructional and performance purposes. (12) They will also cover how to identify and apply criteria for the selection of drama, theatre or other performance works appropriate for the context, the students, and the community, and to adapt such materials as legally permissible and as appropriate for use in a school setting. (11)	

	<u>Activity:</u> Take notes during presentation and identify 1 question to ask during Q&A about your responsibilities for reaming in compliance with laws, regulations and policies around theatrical productions. Share out: Share with the group the process for selecting derma/theatre works in your district to ensure all laws, policies and procedures are followed. (12)	
14	<u>Theatre Credential Group</u> CULMINATING PORTFOLIO PRESENTATION Each candidate will give a 10-15 minutes to presentation of his/her Portfolio to the class.	<u>Theatre Assignment:</u> • Complete the instructor's course survey sharing reflection on course content and what are your takeaways. • Complete the NDNU course survey on the NDNU Portal.

RESOURCES, SUPPORT, AND POLICIES

ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC), located within the Gellert Library, is your one-stop learning hub. The ASC provides online and in-person services and resources to help you achieve academic and professional success.

All ASC services are included with your tuition, and you can even access them after graduation. Access all services through [the ASC's Canvas page](#).

Writing Support

[One-to-one](#) and [group consultations](#); guides and tutorials on various writing topics, from APA style to punctuation; citation and reference support; and support for all writing projects and job application materials

Research Support

[Personalized research support with a librarian](#); [access to physical and digital library assets](#) including peer-reviewed journal articles; and tips and tricks for improving reading comprehension, information and media literacy, and citations

Subject Tutoring

[Access to Pear Deck Tutoring](#) for 24/7, subject-specific support; best for credential students studying for credential exams (search for tutors by subject and grade level rather than by test name)

Career Services

[Access to Handshake](#), the #1 career platform for students; access to Career Coach for data-driven career and academic exploration; [one-to-one support](#) for the job search and application process including writing the application materials

Academic Advising and Success Coaching

Notre Dame de Namur University
Caryl Hodges, Accreditation Coordinator
Email: chodges@ndnu.edu

[Individualized academic advising](#) to complete your degree in a timely manner; [success coaching](#) to support you in developing academic skills such as time management, focus, digital literacy, and communicating with peers and professors

The ASC is here to help you achieve your academic and professional goals. Access Handshake, NDNU's official job and internship portal, through the ASC. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you - 80% of students with a complete Handshake profile get messaged by employers.

Have a question? Just ASC!

Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the [Disability Resource Center](#) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, serious illnesses, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances.

Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu

POLICIES

Academic Integrity

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the [Student Handbook](#) for a detailed discussion of Academic Conduct expectations.

Course Evaluation

Students are expected to complete and submit course evaluations, which will allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Each course evaluation will be available online through Campus Portal beginning two weeks prior to the end of the term and will close the Wednesday following the end of the term. Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades.

Notre Dame de Namur University
Caryl Hodges, Accreditation Coordinator
Email: chodges@ndnu.edu

Directions: To access, please enable pop-ups in your browser (*uncheck pop-up blocker*), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly.

Email Communications

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at helpdesk@ndnu.edu or (650) 508-3555.

Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

Privacy and Confidentiality:

One of the highlights of the NDNU academic experience is that students often use real-world examples in class discussions and in their written work. However, students should be careful to not share information that is confidential, privileged, or proprietary.

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[Office of Information Technology](#)

Link to NDNU Student Handbook: [Student Handbook](#)

**NDNU School of Education
 Single Subject Credential Program
 EDU 4405-02 Teaching and Pedagogy: Theatre
 Culminating Portfolio Rubric**

Name:

Rubric Scores: Candidates Culminating Portfolio demonstrates:

5 = High achievement of the Course Learning Outcome demonstrating thorough and consistent evidence of the knowledge, skills and abilities set out in the Course Learning Outcomes

4 = Satisfactory achievement of the Course Learning Outcomes demonstrating consistent evidence of the knowledge, skills and abilities set out in the Course Learning Outcomes.

3 = Sufficient achievement of the Course Learning Outcomes demonstrating consistent evidence of the knowledge, skills and abilities set out in the Course Learning Outcomes.

2 = Inconsistent evidence of knowledge, skills and abilities set out in the Course Learning Outcomes.

1 = Evidence is lacking of the knowledge, skills and abilities established in the Course Learning Outcome

Theater Learning Outcomes: Culminating Portfolio:	Score
CLO 1 - demonstrates the ability to teach the state-adopted student standards for theatre and applicable English Language Development Standards including helping students understand the history, purposes cultural-historic context and roles of theater in society. Comments:	
CLO 2 - demonstrates the ability to create an effective environment which provides appropriate way to guide all students in learning/understanding the influence and impact of personal experiences and relationships theater work, allowing students to develop artistic ideas and an understanding of how their interactions with others inform drama and theater work. Comments:	
CLO 3 - demonstrates the ability to plan lessons and activities that provide all students with multiple opportunities to learn and apply technical theater elements in a creative process grounded in the collaborative nature of theatrical work. Comments:	

CLO 4 - demonstrates the ability to apply and teach students the laws, policies and procedures including copy right and intellectual property rights, as these pertain to the selection and use of drama and theatre-related materials and works for both instructional and performance purposes.	
Comments:	
Total Scores	

Faculty Signature:

NDNU School of Education
 Evaluation of Candidate Effectiveness
 Single Subject Theatre Credential

Check one: ___Candidate ___Cooperating Teacher/Intern Support Provider ___NDNU Supervisor	
Candidate Name:	
Date: ___Fall ___Spring 20	
Placement (school name, grade/subject as applicable):	
Criterion for Evaluation: N/O = NOT OBSERVED 1 = BEGINNING; Evidence is lacking in knowledge, skills and abilities established in the Teaching Performance Expectations 2 = EMERGING; Showing some evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; more is needed to become a successful 1 st year teacher. 3 = APPLYING; Sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; ready to assume the role of a 1 st year teacher.	
Mid term Signatures*:	
_____	_____
Candidate Signature	Cooperating Teacher/Intern Support Provider
_____	_____
NDNU Supervisor	Date

Notre Dame de Namur University
Caryl Hodges, Accreditation Coordinator
Email: chodges@ndnu.edu

Final Signatures*:

Candidate Signature

Master Teacher/Site Support Provider

NDNU Supervisor

Date

****digital signatures acceptable***

TPE 1					
Engaging and Supporting All Students in Learning					
Not Observed - Beginning - Emerging - Applying N/O 1 2 3				Mid Term Score	Final Score
Apply knowledge of students to engage them in learning including:					
• Prior experiences, interests, and social-emotional learning needs,					
• Their funds of knowledge and cultural, language and socioeconomic backgrounds					
Maintain ongoing communication with students and families including use of technology to:					
• Communicate with/support students and families.					
• Communicate achievement expectations and student progress.					
Developmentally Appropriate Teaching Practices					
• Understanding important concepts about the learners					
• Designing instructional activities					
• Providing appropriate educational experiences					
Connect subject matter to real-life contexts and provide active learning experiences to:					
• Engage student interest					
• Support student motivation					
• Allow students to extend their learning					
Use a variety of developmentally appropriate strategies to support access to the curriculum for a wide range of learners in the general education classroom and environment including:					
• Developmentally and ability-appropriate instructional strategies and resources					
• Assistive technology					
• Principles of Universal Design of Learning (UDL)					
• Multi-Tiered Systems of Supports (MTSS)					

Notre Dame de Namur University
Caryl Hodges, Accreditation Coordinator
Email: chodges@ndnu.edu

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Promote students' critical and creative thinking and analysis through:		
• Activities that provide opportunities for inquiry and problem solving		
• Responding to and framing meaningful questions		
• Reflection		
Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches including:		
• Focused English Language Development Specially Designed Academic Instruction in English (SDAIE), scaffolding across the content areas and structure English immersion		
Demonstrating an understanding of the difference among students whose only instructional need is to acquire:		
• Standard English proficiency		
• Students who may have an identified disability affecting their ability to acquire Standard English proficiency		
• Students who may have both a need to acquire Standard English proficiency and an identified disability		
• Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.		
• Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.		
TPE 1 Additional Comments (indicate mid-term, final): Please comment on Theater Specific Pedagogical Skills Standards 1, 17,18 [history and role of theater inn society including societal, cultural, and historic context]		

TPE 2			
Creating and Maintaining Effective Environments for Student Learning			
Not Observed N/O	Beginning 1	Emerging 2	Applying 3
Mid Term Score	Final Score		
Beginning teachers:			
Promote students’ socio-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.			
Creating learning environments (e.g. traditional, blended, and online) that:			
Promote productive student learning			
Encourage positive interactions among students			
Reflect diversity and multiple perspectives			
Are culturally responsive			
Establish, maintain and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn and recognize and appropriately address instances of intolerance and harassment among students such as bullying, racism, and sexism.			
Know how to access resources to support students, including those who have experiences trauma, homelessness, foster care, incarceration, and/or are medically fragile.			
Maintain high expectation for learning with appropriate support for the full range of students in the classroom			
Establish and maintain clear expectations for:			
Positive classroom behavior			
Student-to-student interactions by communicating classroom routines, procedures and norms to students and families			
Teacher -to-teacher interactions by communicating classroom routines, procedures and norms to students and families			

TPE 2 Additional Comments (indicate mid-term, final):): Please comment on Theater Specific Pedagogical Skills Standards 7, 8, 9,10, 16,19 [how relationships inform drama; appropriate ways to guide students in performance activities; development of artistic ideas, create/implement theater movements]

TPE 3 Understanding and Organizing Subject Matter for Student Learning		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Beginning teachers:		
Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		
Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter to promote student access to the curriculum		
Use knowledge about students and learning goals to make accommodations and/or modifications as needed promote student access to the curriculum		
Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction		
Design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.		
Individual and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.		
Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language with learning activities to promote the subject matter knowledge of:		
All students		
The full range of English learners		
Standards English learners		
Students with disabilities		
Students with other learning needs in the least restrictive environment.		

• Use and adapt resources, standards-aligned instructional materials, and a range of technology including assistive technology, to facilitate students' equitable access to the curriculum		
• Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship including respecting copyright law, understanding fair use guidelines, and the use of Creative Commons license, and maintaining internet security.		
• Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards		
TPE 3 Additional Comments (indicate mid-term, final): Please comment on Theater Specific Pedagogical Skills Standards 3, 4, 5, 15 [technical theater elements including components of dramatic structure, select, analyze, interpret, develop, refine artistic work for presentation; collaborative process]		

TPE 4 Planning Instruction and Designing Learning Experiences for All Students					
Not Observed - Beginning - Emerging - Applying N/O 1 2 3				Mid Term Score	Final Score
Beginning teachers:					
• Locate and apply information about students’ current academic status, content-and-standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes					
• Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.					
• Design and implement instruction and assessment the reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.					
Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:					
• Appropriate use of instructional technology, including assistive technology					
• Applying principles of UDL and MTSS					
• Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners					
• Appropriate modifications for students with disabilities in the general education classroom					
• Opportunities for students to support each other in learning					
• Use of community resources and services as applicable					
Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g. IEP, IFSP, ITP, and 504 plans):					

• Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.		
• Plan instruction that promotes a range of communication strategies and • activity modes between teacher and student and among students that encourage student participation in learning.		
• Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, • promote digital literacy and offer students multiple means to demonstrate their learning.		
TPE 4 Additional Comments (indicate mid-term, final): Please comment on Theater Specific Pedagogical Skills Standards 2, 6, 10, 13, 14 [organization and supervision of theater processes and management; apply criteria to select drama, etc. appropriate for context; equitable casting/selection process; full inclusion for all students]		

TPE 5 Assessing Student Learning					
Not Observed - Beginning - Emerging - Applying N/O 1 2 3				Mid Term Score	Final Score
Beginning teachers:					
• Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g. diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.					
• Collect and analyze assessment data from multiple measures and courses to plan and modify instruction and document students' learning over time.					
• Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.					
• Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.					
• Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.					
• Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.					
• Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.					
• Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations, and/or modify instruction.					
TPE 5 Additional Comments (indicate mid-term, final): Please comment on Theater Specific Pedagogical Skills Standards 3, 4, 5, 15 [technical theater elements including components of dramatic structure, select, analyze, interpret, develop, refine artistic work for presentation; collaborative process]					

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Comments, continued:

TPE 6 Developing as a Professional Educator			
Not Observed N/O	Beginning 1	Emerging 2	Applying 3
Mid Term Score			
Final Score			
Beginning teachers:			
Reflect on their own teaching practice and level subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.			
Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative on the teaching and learning of students			
Exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.			
Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues			
Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.			
Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families.			
Conduct themselves with integrity and model ethical conduct for themselves and others.			
Understanding and enacting professional roles and responsibilities as mandated reporters and complying with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.			
Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.			

TPE 6 Additional Comments (indicate mid-term, final): Please comment on Theater Specific Pedagogical Skills Standards 11, 12, 17, 20, 21, 22, 23, 24 [material selection, laws/copyright; historical context; theater literacy, careers; research]		
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TPE 7 Effective Literacy Instruction for All Students			
Not Observed N/O	Beginning 1	Emerging 2	Applying 3
Mid Term Score			
Final Score			
Beginning teachers:			
7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards ³ and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.			
7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs			
7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.			
7.5 Foundational Skills: Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and			

encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.		
7.6 Meaning Making: Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.		
7.7 Language Development: Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.		
7.8 Effective Expression: Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.		

7.9 Content Knowledge: Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.		
7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.		
7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.		

TPE 7 Additional Comments (indicate mid-term, final): Please comment on Theater Specific Pedagogical Skills Standards 3, 4, 5, 6, 10 [Technical theater elements; components of dramatic structure; select appropriate work for student presentation; equitable opportunities for student involvement, full inclusion of all students]		
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