

COMPETENCIES FOR SECONDARY TEACHERS: DRAMA/SPEECH, K-12

In addition to the Arkansas Teaching Standards (ATS) and the competencies for the Teacher Excellence and Support System (TESS), including competencies regarding the knowledge and use of educational technology that reflect the International Society for Technology in Education standards, the teacher of Drama/Speech, grades K-12, shall also demonstrate knowledge and competencies in the following areas:

1. SCRIPT WRITING

NCAS: Anchor Standards
1,3,9,11

NSTE: Standard 1

Praxis 5641: Sections I and II

Standard 1: The ability to create improvised/devised work, scripted scenes, and refined scripts based on personal experience and heritage, imagination, literature, and history by

- 1.1 Collaborating to create characters, environments, and actions that create tension and suspense
- 1.2 Refining and documenting dialogue and action, which will convey story and meaning to an audience through collaboration with actors.

2. ACTING

NCAS: Anchor Standards
1,2,3,4,5,6,9

NSTE: Standard 2

Praxis 5641: Sections I and II

Standard 2: The ability to develop basic acting skills by developing and portraying characters, who interact in improvised and scripted scenes, and who may be sustained over time by

- 2.1 Imagining and clearly describing characters, their relationships, and their environments
- 2.2 Using variations of locomotor and non-locomotor movement and vocal pitch, tempo, and tone for different characters
- 2.3 Interacting as the invented characters, exhibiting concentration and contributing to the action of classroom dramatizations, improvisations, and scripted scenes, based on personal experience and heritage, imagination, literature, and history
- 2.4 Analyzing descriptions, dialogue, and actions to discover, articulate, and justify character motivation, objectives, and tactics and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- 2.5 Demonstrating acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- 2.6 Comparing and demonstrating various classical and contemporary acting techniques and methods
- 2.7 Analyzing the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media
- 2.8 Using an ensemble to create and sustain characters that communicate with audiences

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3. DESIGN AND PRODUCTION

NCAS: Anchor Standards
1,2,3,4,5,6,9

NSTE: Standard 3

FACF: P.5.THIII.7

Praxis 5641: Sections III

Standard 3: The ability to design by developing environments for improvised and scripted scenes, and conceptualizing and realizing artistic interpretations for informal or formal productions by

3.1 Collaborating to establish playing spaces for classroom dramatizations by selecting and safely organizing available materials that suggest scenery, properties, lighting, sound, costumes, and makeup

3.2 Developing focused ideas for the environment by visualizing and constructing designs to communicate locale and mood, using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources

3.3 Explaining the functions and interrelated nature of these dramatic elements and how they are appropriate for the drama

3.4 Explaining the basic physical and chemical properties of these technical aspects of theatre such as light, color, electricity, paint, and makeup

3.5 Analyzing improvised and scripted scenes for technical requirements

3.6 Analyzing a variety of dramatic texts from cultural and historical perspectives to determine production requirements, and develop designs using visual and aural elements to convey environments that clearly support the text

3.7 Designing coherent stage management, promotional, and business plans at the higher grade levels

3.8 Enforcing appropriate safety practices in theatre such as personal protective equipment, proper use of tools and chemicals, situational awareness, exit procedures, etc.

4. DIRECTING

NCAS: Anchor Standards
1,2,3,4,6,9

NSTE: Standard 4

Praxis 5641: Sections I and III

Standard 4: The ability to direct by planning and organizing rehearsals for classroom dramatizations, improvised and scripted scenes, and formal productions

4.1 Collaborating in small groups in planning visual and aural elements and in rehearsing classroom dramatizations, and improvised and scripted scenes, demonstrating social, group, and consensus skills

4.2 Developing multiple interpretations and visual and aural production choices for scripts and production ideas and choosing those that are most interesting

4.3 Justifying selections of text, interpretation, and visual and aural artistic choices

4.4 Effectively communicating directorial choices to a small ensemble for improvised or scripted scenes and formal productions

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5. RESEARCH

NCAS: Anchor Standards
1,2,3,4,5,6,9,10,11

NSTE: Standard 5

Praxis 5641: Sections IV

Standard 5: The ability to research, evaluate, and synthesize cultural and historical information in order to support classroom dramatizations and improvised and scripted scenes by

5.1 Communicating information to peers about people, events, time, and place related to classroom dramatizations

5.2 Applying research from print and non-print sources to script writing, acting, design, and directing choices.

5.3 Identifying and researching cultural, historical, and symbolic clues in dramatic texts and evaluating the validity and practicality of the information to assist in making artistic choices for informal and formal productions

6. COMPARING AND INTEGRATING ART FORMS

NCAS: Anchor Standards
7,8,9

NSTE: Standard 6

Praxis 5641: Sections I and IV

Standard 6: The ability to compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), dance, music, visual arts, and new art forms by

6.1 Describing visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts and comparing how ideas and emotions are expressed in these dramatic mediums

6.2 Describing characteristics and comparing the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts

6.3 Incorporating elements of dance, music, and visual arts to enhance the mood of classroom dramatizations

6.4 Expressing and comparing personal reactions to several art forms

6.5 Expressing ideas and emotions in improvised and scripted scenes, illustrating the integration of several arts media in informal presentations

6.6 Describing and comparing the functions and interaction of performing artists, visual artists, and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

6.7 Describing and comparing the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts

6.8 Determining how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre

7. ANALYZING, CRITIQUING, AND CONSTRUCTING MEANINGS

NCAS: Anchor Standards
1,2,4,7,8,9,10,11

NSTE: Standard 7

Praxis 5641: Sections I and IV

Standard 7: The ability to analyze, evaluate, and construct meanings from classroom dramatizations, improvised and scripted scenes and from theatre, film, television, and electronic media productions by

7.1 Describing, evaluating, and analyzing classroom dramatizations and other dramatic performances

7.2 Improving the collaborative processes of planning, playing, responding, and evaluating based on overall effectiveness of artistic choices found in dramatic performances

7.3 Articulating and supporting the meanings constructed from their and others' dramatic performances

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7.4 Describing and analyzing the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

7.5 Articulating and justifying personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement

7.6 Using articulated criteria and considering the context, constructively suggesting alternative ideas for dramatizing roles, arranging environments, and developing situations

7.7 Constructing social meanings from informal productions, formal productions, and various cultural and historical dramatic performances, and relating these to current personal, national, and international issues

7.8 At the high school level, articulating and justifying personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement

7.9 At the high school level, using articulated criteria and considering the context, constructively suggesting alternative ideas for dramatizing roles, arranging environments, and developing situations

7.10 At the high school level, constructing social meanings from informal productions, formal productions, and various cultural and historical dramatic performances, and relating these to current personal, national, and international issues

8. UNDERSTANDING CONTEXT

NCAS: Anchor Standards
1,2,7,8,9,10,11

NSTE: Standard 8

Praxis 5641: Sections I and IV

Standard 8: The ability to understand context by analyzing the role of theatre and other dramatic forms such as film, radio, television, and electronic media in the past and present, in daily life, in the community, and in other cultures by

8.1 Describing and comparing universal characters and situations in dramas from and about various cultures and historical periods, illustrated in classroom dramatizations and improvised and scripted scenes, and discussing how theatre reflects life and a culture

8.2 Identifying and comparing the various settings and reasons for creating and attending theatre and other dramatic forms such as film, radio, television, and electronic media productions

8.3 At the middle school level, explaining the knowledge, skills, and discipline needed to pursue careers and vocational opportunities in theatre, film, television, and electronic media

8.4 Comparing how similar themes are treated in drama from various cultures and historical periods, illustrating this comparison with informal performances, and discussing how theatre can reveal universal concepts

8.5 Explaining how culture affects the content and production values of dramatic performances, and analyzing the effect of their own cultural experiences on their dramatic work

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9. COMMUNICATION FUNDAMENTALS

Praxis 5221: Section I

- 8.6 Analyzing the emotional and social impact of dramatic events in their lives, in the community, and in other cultures
- 8.7 Explaining how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, and empathy apply in theatre and daily life
- 8.8 Identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods and, in particular, cultural and historical sources of American theatre and musical theatre

- 9.1 Knowledge of verbal and nonverbal messages, including effective listening behaviors
- 9.2 Ability to develop an understanding of the elements of communication and their definitions
- 9.3 Knowledge of the communication process, including perception, self-concept, and self-disclosure
- 9.4 Ability to analyze the functions, development, and assessment of communication competence
- 9.5 Ability to demonstrate knowledge of communication principles
- 9.6 Ability to develop an understanding of the ethical implications of communication

10. INTERPERSONAL COMMUNICATION

AR ELA Standards K-12

Personal Communication AR
ELA Standards

Praxis 5221: Section II

- 10.1 Ability to analyze the interpersonal and intrapersonal elements of the communication process
- 10.2 Ability to develop an understanding of the relational communication, including emotional and relational messages
- 10.3 Ability to identify the goals, skills, and outcomes of supportive interpersonal communication
- 10.4 Ability to analyze the effect of gender and culture in communication
- 10.5 Ability to demonstrate knowledge of communications processes in different types of relationships: personal, familial, romantic, and organizational
- 10.6 Ability to develop an understanding of types of conflict management

11. GROUP COMMUNICATION

AR ELA Standards K-12

Professional Communication
AR ELA Standards

Praxis 5221: Section III

- 11.1 Ability to participate in collaborative conversations with diverse partners about age-appropriate topics and texts with peers and adults in small and larger groups by
 - Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Following agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others, and taking turns speaking about the topics and texts under discussion)

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- Continuing a conversation through multiple exchanges and building on others' talk
- Asking questions to clear up any confusion about the topics and texts under discussion
- Reviewing the key ideas expressed and explaining their own ideas and understanding in light of the discussion

11.2 Ability to facilitate problem solving and decision making

11.3 Ability to analyze discussion principles and group communication processes

11.4 Knowledge of group roles and functions

11.5 Ability to develop an understanding of conflict management and mediation

11.6 Knowledge of the reflexive relationship between culture and leadership



12. PUBLIC SPEAKING

AR ELA Standards K-12

Debate AR ELA Standards

Forensics AR ELA Standards

Praxis 5221: Section IV

12.1 The ability to describe familiar people, places, things, and events and, with prompting and support at the lower grades, provide additional detail, adding recordings of stories or poems, drawings or other visual displays to descriptions as desired to provide additional detail

12.2 The ability to tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and at an understandable pace

12.3 The ability to create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details

12.4 Knowledge of purposes, types, and forms of public speaking, including audience analysis, along with listening, adapting to an audience, and feedback

12.5 The ability to differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

12.6 Ability to develop strategies for organizing content, including style and use of language, effective delivery, choice of supporting materials and ethics of using supporting materials

12.7 The ability to speak audibly and express thoughts, feelings, and ideas clearly

12.8 Ability to implement components of delivery in public speaking: voice and diction, pronunciation, and movement

12.9 Ability to summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

12.10 Ability to criticize and evaluate speeches, including rhetorical criticism, and assessment of student speeches

12.11 Ability to develop an understanding of culture on public speaking

12.12 Ability to demonstrate the efficacy of argument in public speaking settings

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13. MEDIA AND THEIR INFLUENCES

AR ELA Standards K-12

Journalism AR ELA Standards
K-12

Mass Communications AR
ELA Standards K-12

Praxis 5221: Section V

Public Relations AR ELA
Standards K-12

13.1 Ability to critically analyze and evaluate media forms and types, including television, radio, and internet

13.2 Ability to determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

13.3 Ability to explore media influence on audiences, including programming, commercials, and political process

13.4 Knowledge of production techniques and communication technologies

13.5 Ability to develop an understanding of environmental influences that affect the media industry

13.6 Knowledge concerning media response to race, gender, and class issues

14. ORAL INTERPRETATION AND PERFORMANCE STUDIES

AR ELA Standards K-12

ELA Drama AR Standards K-12

ELA Dramatic Literature AR
Standards K-12

Praxis 5221: Section VI

14.1 The ability to confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

14.2 Ability to demonstrate an understanding of literary principles and aesthetics, including dramatic theory, along with forms styles, and structures of criticism

14.3 Ability to analyze text and context through the interpretation process

14.4 Ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media in order to gather additional information or clarify something that is not understood

14.5 Ability to identify the reasons and evidence a speaker provides to support particular points, distinguishing claims that are supported by reasons and evidence from claims that are not

14.6 Ability to apply the principles of acting and performance techniques through voice, use of manuscripts, and development of characters

14.7 Knowledge of readers' theater, storytelling, folklore, oral history, and creative dramatics

15. FORENSICS: COMPETITIVE SPEECH AND DEBATE

Debate AR ELA Standards K-12

Forensics AR ELA Standards K-12

Praxis 5221: Section VII

15.1 Knowledge of individual events, including public address, interpretation, extemporaneous speaking, and oratory

15.2 Ability to write and/or perform in individual events

15.3 Knowledge of effective program management, including tournament and team management, coaching philosophy, and school relations

15.4 Ability to develop understanding of argumentation and debate, including Lincoln-Douglas debate, persuasion, and policy

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16. ASSESSMENT AND EVALUATION ISSUES

Praxis 5221: Section VIII

16.1 Ability to demonstrate an understanding of teacher responsibility, including ethics, promptness of feedback, and objective assessment of performance

16.2 Ability to develop assessment techniques for oral performance classroom behaviors, written and oral critiques, and rubrics

16.3 Ability to demonstrate the ability to construct tests and alternate forms of communication assessment

16.4 Ability to develop speech communication curriculum, including implementation, appropriate assignments, and textbook selection