

QUALITY STANDARDS FOR TEACHER EVALUATION: Theatre

Developed by Colorado State Thespians, revised 9/3/2014

QUALITY STANDARD 1:	
Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he/she teaches. The secondary teacher has knowledge of literacy and mathematics and is an expert in his/her content endorsement area(s).	
Elements	Evidence in Practice
a.) Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.	a.) Teachers facilitate students to create/perform/critically respond to characters for scripted/improvised performance, original scripted work, technical elements, while allowing for different styles of learning.
b.) Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening ALL TEACHERS.	b.) Teachers provide opportunities for students to create characters for scripted and improvised performance, devise original scripted work, and perform scripted and improvised work in front of an audience. Teachers guide script analysis for structure and intention. Teachers demonstrate and encourage student mastery of theatre vocabulary (script, performance, and technical). Teachers facilitate students' critical response to one's own work and the work of others.
c.) Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. ALL TEACHERS.	c.) Teachers model and encourage mathematical thinking, problem solving and logic through blocking, spatial explorations and relationships, tempo, and aspects of technical theatre and provide context for students to do the same.
d.) Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.	d.) Teacher delivers instruction and models performance skills, script writing, critical thinking, and analytical skills; provides individual and group feedback and leads discussions centered on the theory and practice of theatre. Teacher models and establishes a classroom structure where students understand the processes of rehearsing, critically responding, performing, problem solving and collaborating.

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e.) Teachers develop lessons that reflect the interconnectedness of content areas.	e.) Teacher highlights connections of theatre to; literature of world, humanities, social sciences and culture, economy, physical sciences, mathematics, and World commerce, and health.
f.) Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.	f.) Teachers understand the variety of students' backgrounds and individual learning needs, and connects the curriculum to current trends in theatre and society with consideration to differentiated learning styles and needs of students.

QUALITY STANDARD 2: Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.	
Elements	Evidence in Practice
a.) Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.	a.) routines –daily, greeting class at door, debriefing, learning targets, daily objectives, learning objectives
b.) Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.	b.) theatrical selections of different cultures, games from different countries, posters (representative of different races), current artists from different cultures, International Thespian exposure, Dramatics magazine
c.) Teachers engage students as individuals with unique interests and strengths.	c.) Sign up for outside activities (Afterschool activities – drama club, school plays, musical, one acts, improv troupe, and talent show), Choral activities, Provide resources for private instruction and courses. Demonstration of individual performances of what they enjoy.

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d.) Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.	d.) scaffolding, challenge, modeling, progressing, ability level grouping, different manipulatives and instruments for lessons, differentiation for different learning styles (ex. auditory kinesthetic, visual)
e.) Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.	e.) email/phone logs, report card comments, rubric for performance based assessments, immediate feedback, Critique-It, Direct-It apps, websites, Facebook, concert invitations
f.) Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.	f.) class management and procedures, lesson plans, transitions, re-teaching after practice, feedback, posting objectives, learning targets, success criteria, exit slips,
QUALITY STANDARD 3:	
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
Elements	Evidence in Practice
a.) Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.	a.) Pair/Share, coping strategies, following directions/signals, peer assessments, demonstration, written and verbal observations (formal and informal), science of theatrical design and structures, learning styles (proscenium, thrust, in-the-round), age appropriate instruction and materials
b.) Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.	b.) pre and posttests, word wall, differentiated manipulatives and instruction, posters, visual aids, daily objectives posted, performance reflections and critiques, rubrics

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c.) Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.	c.) discussion of current events, professional development, visual aids, sentence starters, membership in professional organizations (EdTA, AATE, ITS, Colorado Thespians), journal reading, conference attendance
d.) Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.	d.) iPads, iPods, videos, projectors, flipcharts, visual aids, YouTube/Safeshare, cell phones
e.) Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical thinking and problem solving skills.	e.) team building, using rubrics, model success criteria, students set individual goals, Performances
f.) Teachers provide students with opportunities to work in teams and develop leadership qualities.	f.) Performances, small groups, teams, student leaders/conductors, International Thespian Society
g.) Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.	g.) Posting Learning Objectives, Word Walls, Modeling standard music terminology
h.) Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.	h.) pre and posttests (written and performance), observations (formal and informal)

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QUALITY STANDARD 4: Teachers reflect on their practice.	
Elements	Evidence in Practice
a.) Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.	a.) monitor participation, evaluate performance and growth constantly, video analysis and reflection of self, group, and individual students to compare pre and post skill development, use of rubrics for performance based assessments
b.) Teachers link professional growth to their professional goals.	b.) actively participate in PD, attend professional conferences and apply learning in daily teaching
c.) Teachers are able to respond to a complex, dynamic environment.	c.) behavior management, overall classroom management, know IEP's, behavior plans, 504 plans, provide opportunities to challenge AGATE and high achieving students, ELL strategies (sentence stems, visual aides)

QUALITY STANDARD 5: Teachers demonstrate leadership.	
Elements	Evidence in Practice
a.) Teachers demonstrate leadership in their schools.	a.) Committee participation, Organization and running of assemblies and performances, Theatrical assistance for school events, Integrated theatre and film resource throughout the building, Performing groups for school/community events
b.) Teachers contribute knowledge and skills to educational practices and the teaching profession.	b.) Provide a different view of students as they perform in the arts versus the general classroom
c.) Teachers advocate for schools and students, partnering with students, families and communities as appropriate.	c.) Performance opportunities, Attending professional performances and/or providing rich cultural experiences for our students

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d.) Teachers demonstrate high ethical standards.	d.) Applying for grants, talent show, community events, dance coaching, social aspect, golden rule, lead clubs, PTO, Parent/teacher conferences, actively participate in District, State, and National/International organizations, and in leadership roles,