

Content Connections

Secondary Theatre



This past year, BVSD theatre teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.

Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach.

What does “Effective” look like in the classroom?	
Element a – Alignment	
Connect Learning Environment	<ul style="list-style-type: none"> ● Learners are engaged in a social interaction where inhibitions are released to create freedom to perform. ● Performance and Audience spaces are delineated/defined to provide the physical space for performance and critique to occur. ● Theatre etiquette is clearly demonstrated by learners. ● Stage, costume room, prop room, backstage, lighting booth are all learning environments of theatre arts.
Respond to Student Misconceptions	<ul style="list-style-type: none"> ● Formative feedback is given verbally, physically, and emotionally including the form of direction, blocking notes, and line notes. ● Learners employ critique forms to provide. ● Rehearsal of pieces are frequent to promote learning.
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> ● Meet with Theater Arts Curriculum Council. ● Participate/support BVSD Theatre Arts Showcase and Workshops. ● Works with other departments to collaborate to create a backdrop, music, choral programs to support productions. ● Advertising for shows at other schools are present.
Prepare Student for Next Level	<ul style="list-style-type: none"> ● Students participate in shows at the next level. ● Increased retention in all programs (examples of these include extracurricular, classes, and clubs.)
Element b – Literacy	
Provide Literacy Instruction	<ul style="list-style-type: none"> ● Reading of scripts. ● Reading of notes. ● Writing of critiques of peer performances. ● Articulation exercises. ● Writing of performance pieces.

	<ul style="list-style-type: none"> ● Developing fluency by rereading scripts. ● Developing vocabulary.
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Theatre brings literacy to life. ● Theatre is performance of language. ● Performing the language and interpreting the emotional value of a literary work i.e. a script.
Element c – Numeracy	
Connections to Math	<ul style="list-style-type: none"> ● Timeline ● Design and technical aspects, angles of lights. ● Highlights interdisciplinary aspects of theatre. ● Share theatre terminology and processes associated with mathematical processes. Examples could include a stage floor plan, a set design, a lighting plot, etc...
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Angles ● Measurement ● Area
Element d – Content	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Develops appropriately sequenced lessons that incorporate multiple opportunities for guided and independent practice as evidenced in lesson planning. ● Clearly model, articulate and/or provide visual images of processes in learning and rehearsing theatre.
Explanations and Representations	<ul style="list-style-type: none"> ● Engages students in a variety of explanations and multiple representations of concepts and ideas. ● Students articulate historical connections and context in theatre. ● Students synthesize theatrical knowledge and skills in a variety of theatre settings and genres.
Inquiry Methods	<ul style="list-style-type: none"> ● Uses a variety of inquiry methods to explore new ideas and genres. ● Provide a framework or process for deconstructing and or researching a script.
Element e – Connectedness	
Build Connections	<ul style="list-style-type: none"> ● Carefully and clearly builds interdisciplinary and thematic connections for students. ● Share and model theatrical works developed from literary, social, cultural, and historical contexts and themes. ● Students use multicultural scripts, dances, props and costumes. ● Students make connections to current/world events and music.

<u>Element f – Relevance</u>	
Students Make Connections	<ul style="list-style-type: none"> ● Students understand that theatre is a tool for developing social and emotional awareness and skills that can be applied beyond the theatre. ● Students connect theatre to their background and contexts. ● Students see and hear theatre in their everyday lives in well-known stories, television programs, movies, commercials, plays, etc. ● Demonstrate a variety of ways theatre can be used to share personal feelings and/or emotions. ● Students identify connections between personal experience and theatre.
Addresses Learning Objectives	<ul style="list-style-type: none"> ● Design lessons and materials to assure that student learning objectives are addressed in ways that are meaningful for diverse learners. ● Share and model how to interpret theatre.

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

What does “Effective” look like in the classroom?	
<u>Element a - Learning Environment</u>	
Value Diverse Perspectives	<ul style="list-style-type: none"> ● Script choice values choices of learners ● Students learn to work with diverse population in classes (open to all students) ● Cultural & theatrical heritage developed to support a wide variety of perspectives ● Creates a classroom environment that values diverse perspectives
Model Respect for Diversity	<ul style="list-style-type: none"> ● Students work with diverse theatrical works that reflect cultural & linguistic differences ● Students work with each other to honor cultural and theatrical heritage of each other ● Addresses learning differences, including inclusion of special education students and multi-level learners
Conducive for Learning	<ul style="list-style-type: none"> ● Differentiating theatre performance expectations based on balance of student comfort and challenge ● Clearly communicates learning objectives
<u>Element b - Community</u>	
Sense of Community	<ul style="list-style-type: none"> ● Establishes routine processes that result in a strong sense of community among students. ● Fosters an environment where students feel responsible for their performance contributions and physical space. ● Fosters an environment where students feel safe taking emotional risks in front of their peers.

Effective Student Interactions	<ul style="list-style-type: none"> ● Establishes routine processes that result in effective interactions among students. ● Give students a clear understanding of rehearsal norms and routines. ● Learners know how to give respectful, effective, constructive feedback.
Respect for Differences	<ul style="list-style-type: none"> ● Establishes routine processes that result in effective interactions among students. ● Honor a variety of interpretive ideas and levels of performance accomplishments.
Positive Social Relationships	<ul style="list-style-type: none"> ● Establishes routine processes that result in positive social relationships and interactions. ● Give opportunities and establish expectation that all students will work collaboratively with all students. ● Give opportunities for students to give and receive critical feedback to/from peers.
Element c – Student’s Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Probes students’ learning by asking challenging questions ● Challenge students to make interpretive choices.
Scaffold Questions	<ul style="list-style-type: none"> ● Probes students’ learning by scaffolding.
Wait Time	<ul style="list-style-type: none"> ● Probes students’ learning by giving wait time equitably.
Flexible Grouping	<ul style="list-style-type: none"> ● Probes students’ learning by flexibly grouping students. ● Group students in small groups throughout the rehearsal process.
Total Student Participation	<ul style="list-style-type: none"> ● Probes students’ learning by ensuring that all students participate
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Solicits input from colleagues and specialists to understand students’ learning needs ● Challenge students appropriately ● Ensure that students are able to achieve a high level of success in the theatre
Differentiated Strategies	<ul style="list-style-type: none"> ● Use differentiated strategies to teach and assess students ● Honor varying speeds of skill acquisition ● Give opportunity for students to demonstrate skill mastery in a variety of ways
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Adapts instructional strategies to meet student needs ● Adapt script when necessary ● Provide fluid and varied rehearsal strategies
Challenge and Support Students	<ul style="list-style-type: none"> ● Challenges and supports all students to learn to their greatest ability ● Challenge high-achieving students

<i>Element e – Home/School Connection</i>	
Partner with Families	<ul style="list-style-type: none"> ● Partners with families and significant adults to help students meet educational goals ● Communicate practice expectations and strategies with parents
Coordinate Information	<ul style="list-style-type: none"> ● Coordinates information from families and significant adults with colleagues who provide student services ● Work to connect interested students with outside directors and community theatre programs
Seek Services and Resources	<ul style="list-style-type: none"> ● Seek services and resources to meet the diverse needs of students ● Bring in specialist coaches, guest artists, and theatre professionals(when possible and appropriate)
Frequent Family Communication	<ul style="list-style-type: none"> ● Information to families is frequent and successfully conveyed in a culturally appropriate manner ● Communicate to ensure parents are aware of classroom expectations, curriculum, events, and student performances
<i>Element f – Management for Learning</i>	
Expectations Understood by Students	<ul style="list-style-type: none"> ● Standards of conduct are clearly understood by all students
Safe and Orderly Environment	<ul style="list-style-type: none"> ● Establishes and maintains an emotionally safe and orderly environment
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> ● Teacher response to misbehavior is appropriate and successful and respects the students' dignity
Maximum Use of Instructional Time	<ul style="list-style-type: none"> ● Makes maximum use of instructional time

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

What does “Effective” look like in the classroom?	
Element a - Child/Adolescent Development	
Adapt Lessons to Strengths and Weaknesses	<ul style="list-style-type: none"> ● Work one-on-one with specific learners on skills ● Frontload lessons to fill in gaps in background knowledge
Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Include accommodations and modifications, such as larger font-size for scripts, use of scripts for learners with memorization challenges, teacher-written blocking ● Connect film or video of play with text to allow for deeper analysis and understanding
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Find and utilize age and ability appropriate materials
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Have conversations with other building professionals about learners and their needs
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Use rubrics and common language for discussing areas of improvement
Encouraging Academic Risk	<ul style="list-style-type: none"> ● Reference previous performances and the lessons contained within
Student Success	<ul style="list-style-type: none"> ● Encourage learners to re-perform a skill or scene in order to demonstrate growth
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Post and/or state the content objectives
Create Authentic Discussion	<ul style="list-style-type: none"> ● Use content language to discuss learner performance and critique, including script, beats, objective, gesture, strategy, tactics, blocking
Student Reflection on Learning	<ul style="list-style-type: none"> ● Model and require student criticism ● Support performances using academic language
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Group students with a variety of learning styles ● Use multi-modal learning styles
Element d – Technology	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Use appropriate props and lighting

Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Provide opportunities for learners to work with the technology which supports theatrical performance
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Provide learners with their own copies of monologues and scripts
Digital Resources	<ul style="list-style-type: none"> ● Use film and internet as tools for instruction
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Use improvisation to create and perform seamless productions
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Model how to adopt performances to the space and technology available
Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Employ duets, monologues, small casts, large casts, double casting, etc. to meet the needs of learners
Varied Groups	<ul style="list-style-type: none"> ● Employ double-casting and cross-gender casting or roles
Students’ Collaborative Efforts	<ul style="list-style-type: none"> ● Model appropriate language when addressing a peer
Element g – Communication Skills	
Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Have a support vocabulary list and a constructive criticism vocabulary list
Practice Communication Skills	<ul style="list-style-type: none"> ● Allow learners to collaborate with scene work
Element h – Feedback	
Frequent Feedback	<ul style="list-style-type: none"> ● Use rubrics and written feedback
Students Using Feedback	<ul style="list-style-type: none"> ● Model student criticism ● Support performances using academic language
Informal Assessment Methods	<ul style="list-style-type: none"> ● Give written and oral feedback