



- g. Fundamental acting skills, including movement, voice, and characterization
 - h. Responding to theatre works
 - i. Analyzing theatre works and recognizing artistic choices
 - j. Incorporating music, dance, art, and/or media and technology into a theatre work
 - k. Technical theatre basics
 - l. Informal and formal performance opportunities.
7. The program provides all students the opportunity to achieve at levels consistent with their individual abilities, aligned with the theatre performance standards.
8. For students with special needs, adaptation tools are provided to maximize their participation in classroom and production activities.

Exceptional

1. The curriculum includes in-depth age-appropriate specialized instruction in directing, acting, playwriting, technical theatre, and design.
2. The curriculum provides students several teacher-guided opportunities to attend and respond to a broad spectrum of live performances.
3. The curriculum provides students several performance opportunities each year, including at least one fully staged formal production supported by trained professionals across all production elements.

Scheduling

Quality

1. At least forty-five minutes of theatre instruction are available during the school day to every student in the school for at least one semester each school year.
2. Pullouts from theatre classes for school assemblies, test preparation, or other non-theatre education activities are arranged to minimally impact theatre learning.
3. Rehearsals are scheduled to allow the full participation of all students engaged in both performance and technical theatre.
4. Classes in theatre are no larger than classes in other subjects of the curriculum.
5. Theatre teachers carry course loads no larger than teachers in other subjects of the curriculum.
6. Every middle school theatre educator has a block of time of at least thirty minutes for preparation and evaluation each day, excluding time for lunch and travel from room to room and/or building to building.

- 7. For students with special needs:
 - Their placement is determined on the same basis as placement for students without special needs.
 - Theatre educators are involved in placement decisions and are fully informed about the needs for each student.

Exceptional

- 1. Theatre classes are scheduled to allow all students the opportunity to participate in at least one curricular period of instruction weekly for the entire school year.
- 2. All theatre classes meet during the regular school day, and after-school rehearsals and production work serve to supplement the learning that takes place within the school day.

STAFFING

Teacher Qualification and Load

Quality

- 1. Instruction is provided by certified theatre teachers with specific training in middle school pedagogy.
- 2. Every school has at least one available certified theatre educator, regardless of the school or district size.
- 3. On average, one theatre educator should be available for every 400 students enrolled in the school, though it is understood that this number must be adjusted based on individual school enrollment and the number of students who elect to participate in theatre classes.
- 4. Theatre classes are scheduled with the same teacher/pupil ratio as general education classes.
- 5. Teacher aides are provided for special-education students in theatre if they are provided for these students in other classes.
- 6. Every theatre educator working with special-education students has received in-service training in special education and has access to these students' IEP or 504 records. Educators also have convenient access to trained professionals in special education.

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Scheduling

Quality

1. The course of study in all 9-12 schools includes theatre education opportunities.
2. The schedule for theatre classes is equivalent to that of other academic classes.
3. The class size of theatre classes does not exceed the average of other academic classes in the school.
4. All students are enrolled in theatre classes based on their strengths, skill level, and theatre teacher recommendation.
5. Theatre teachers carry course loads no larger than teachers in other subjects of the curriculum.
6. Rehearsals are scheduled to allow the full participation of all students engaged in both performance and technical theatre.
7. Scheduled time in rehearsal, construction, and performance spaces is ample enough to meet the needs of theatre performances, production and/or technical coursework.
8. Pullouts from theatre classes for school assemblies, test preparation, or other non-theatre education activities are arranged to minimally impact theatre learning.

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Exceptional

1. All theatre classes are offered at times designed to allow participation by the maximum number of participants.
2. Theatre classes meet during the regular school day, and after-school rehearsals and production work serve to supplement the learning that takes place within the school day.