Competencies for Secondary Teachers: Drama/Speech Grades K-12

In addition to the Arkansas Teaching Standards, the teacher of Drama/Speech, grades K-12, shall demonstrate knowledge and competencies in the following areas:

Drama K-12 Competencies	
1. Script Writing NCAS: Anchor Standard 1, 3, 9, 11 NSTE: Standard 1	Standard 1: The ability to create improvised/devised work and scripted scenes and, at the middle and high school level, create 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, at the high school level, will convey story and meaning to an audience through collaboration with actors.
2. Acting NCAS: Anchor Standard 1,2, 3, 4, 5, 6, 9 NSTE: Standard 2	Standard 2: The ability to develop basic acting skills by developing and portraying characters, who interact in improvised and scripted scenes, and who, at the high school level, 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 At the middle school level, 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 At the middle and high school level, 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 At the high school level, comparing and demonstrating various classical and contemporary acting techniques and methods 　　2.7 At the high school level, analyzing the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media 　　2.8 At the high school level, using an ensemble to create and sustain characters that communicate with audiences

3. Design and Production NCAS: Anchor Standard 1, 2, 3, 4, 5, 6, 9 NSTE: Standard 3 FACF: P.5.THIII.7	Standard 3: The ability to design by developing environments for improvised and scripted scenes, and at the middle school and high school level, 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 At the middle school level, explaining the functions and interrelated nature of these dramatic elements and how they are appropriate for the drama 3.4 At the high school level, explaining the basic physical and chemical properties of these technical aspects of theatre such as light, color, electricity, paint, and makeup 3.5 At the middle school level, analyzing improvised and scripted scenes for technical requirements 3.6 At the high school level, 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 At the high school level, designing coherent stage management, promotional, and business plans at the higher grade levels 3.8 At the middle and high school level, 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 Standard 1, 2, 3, 4, 6, 9 NSTE: Standard 4	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 At the high school level, developing multiple interpretations and visual and aural production choices for scripts and production ideas and choosing those that are most interesting

	4.3 At the high school level, justifying selections of text, interpretation, and visual and aural artistic choices 4.4 At the high school level, effectively communicating directorial choices to a small ensemble for improvised or scripted scenes and formal productions
5. Research NCAS: Anchor Standard 1, 2, 3, 4, 5, 6, 9, 10, 11 NSTE: Standard 5	Standard 5: The ability to research, and at the middle and high school level, 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 At the middle school level, applying research from print and non-print sources to script writing, acting, design, and directing choices. 5.3 At the high school level, 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 Standard 7, 8, 9 NSTE: Standard 6	Standard 6: The ability to compare, connect, and incorporate art forms by describing, and, at the higher grade levels, 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 At the middle school level, expressing ideas and emotions in improvised and scripted scenes, illustrating the integration of several arts media in informal presentations 6.6 At the middle school level, 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 At the high school level, 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 At the high school level, 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 Standard 1, 2, 4, 7, 8, 9,10, 11
NSTE: Standard 7
	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 At the elementary level, identifying and describing the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances,
	    7.2 At the elementary level, explaining how the wants and needs of characters are similar to and different from their own, 7.3 At the elementary level, articulating emotional responses to and explaining personal preferences about the whole as well as the parts of dramatic performances.
	    7.4 Describing, evaluating, and analyzing classroom dramatizations and other dramatic performances
	    7.5 Improving the collaborative processes of planning, playing, responding, and evaluating based on overall effectiveness of artistic choices found in dramatic performances
	    7.6 Articulating and supporting the meanings constructed from their and others' dramatic performances
	    7.7 At the middle school level, describing and analyzing the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances
	    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 Standard 1, 2, 7, 8 9, 10, 11 NSTE: Standard 8	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 At the middle and high school level, 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 At the middle level and higher grades, 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 8.6 At the middle level, analyzing the emotional and social impact of dramatic events in their lives, in the community, and in other cultures 8.7 At the middle level, 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 At the high school level, 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
Speech K-12 Competencies	
9. Communication Fundamentals	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	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 demonstrate knowledge of communications processes in different types of relationships: personal, familial, romantic, and organizational 10.5 Ability to develop an understanding of types of conflict management
11. Group Communication CCSS.ELA-Literacy.SL.K.1.A, B CCSS.ELA-Literacy.SL.1.1.B,C CCSS.ELA-Literacy.SL.2.1.A CCSS.ELA-Literacy.SL.4.1.d CCSS.ELA-Literacy.SL.6.1.a	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) • 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 CCSS.ELA-Literacy.SL.K.4, 5,6 CCSS.ELA-Literacy.SL.2.5 CCSS.ELA-Literacy.SL.3.4 CCSS.ELA-Literacy.SL.3.5	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

CCSS.ELA-Literacy.SL.4.6 CCSS.ELA-Literacy.SL.5.3	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
13. Media and Their Influences CCSS.ELA-Literacy.SL.3.2	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
14. Oral Interpretation and Performance Studies CCSS.ELA-Literacy.SL.K.2 CCSS.ELA-Literacy.SL.1.2	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
CCSS.ELA-Literacy.SL.1.3 CCSS.ELA-Literacy.SL.6.3	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	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
16. Assessment and Evaluation Issues	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
17. Incorporate Disciplinary Literacy CCSS - English/Language Arts: English Language Arts & Literacy in Science, and Technical Subjects, grades 7-12	Reading in Science and Technical Subjects, Grade 6 17.1 Knowledge of developmentally appropriate scientific and technical texts across genres, cultures, and centuries 17.2 Ability to select developmentally appropriate scientific and technical texts, using all measures of text complexity: qualitative, quantitative, and reader and task 17.3 Ability to read scientific and technical texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by • Citing specific textual evidence to support analysis of science and technical texts

- Determining the central ideas or conclusions of a text
  - Providing an a accurate summary of the text distinct from prior knowledge or opinions
- Following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
- Analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
- Analyzing the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text
- Integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in a text

17.4 Ability to compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic

Writing in History/Social Studies, Science, and Technical Subjects, Grades K-6

17.5 Ability to write opinion pieces on topics or texts, supporting a point of view with reasons and information by

- Introducing a topic or text clearly, stating an opinion, and creating and organizational structure in which ideas are logically grouped to support the writer's purpose
- Providing logically ordered reasons that are supported by facts and details
- Linking opinion and reasons using words, phrases, and clauses
- Providing a concluding statement or section related to the opinion presented

17.6 Ability to write arguments focused on discipline-specific content by

- Introducing claim(s) about a topic or issue, acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically
- Supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding

of the topic or text, using credible sources
- Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
- Establishing and maintaining a formal style
- Providing a concluding statement or section that follows from and supports the argument presented

17.7 Ability to write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes by
- Introducing a topic clearly, previewing what is to follow
  o Organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose
  o Including formatting, graphics, and multimedia when useful to aiding comprehension
- Developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Using appropriate and varied transitions to create cohesion and clarifying the relationships among ideas and concepts
- Using precise language and domain-specific vocabulary to inform about or explain the topic
- Establishing and maintaining a formal style and objective tone
- Providing a concluding statement or section that follows from and supports the information or explanation presented

17.8 Ability to incorporate narrative elements effectively into arguments and informative/explanatory texts by
- Incorporating narrative accounts into analyses of individuals or events of historical import
- Writing precise enough descriptions of the step-by-step procedures used in scientific investigations or technical work that others can replicate them and (possibly) reach the same results

17.9 Ability to produce and distribute writing by
- Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- Demonstrating a command of Standard grammar and

	conventions
	17.10 Ability to demonstrate the grade-level expectations for using technology by
	• Using the Internet to produce and publish writing as well as to collaborate with others
	• Presenting the relationships between information and ideas clearly and efficiently
	17.11 Ability to use research to build and present knowledge by
	• Conducting short research projects to answer a question (including a self-generated question)
	○ Drawing on several sources
	○ Generating additional related, focused questions that allow for multiple avenues of exploration
	• Gathering relevant information from multiple print and digital sources
	○ Using search terms effectively
	○ Assessing the credibility and accuracy of each source
	○ Quoting or paraphrasing the data and conclusions of others
	○ Avoiding plagiarism
	○ Following a standard format for citation
	• Drawing evidence from informational texts to support analysis, reflection, and research

*Notes regarding Disciplinary Literacy Competencies for K-6 and 4-8

The Disciplinary Literacy Competencies for grades K-8 overlap such that there is no distinction between the requirements for the K-6 and 4-8 licenses. Reference the Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5 and the Standards for Literacy in History Social Studies, Science, and Technical Subjects 6-12

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8 are presented in one grade band that is divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.