



# UNDERGRADUATE HANDBOOK BFA IN DRAMA: CONCENTRATION IN THEATRE EDUCATION

UNC GREENSBORO SCHOOL OF THEATRE

Compiled 2005 and revised 2006—2011 by Lorraine Shackelford  
Revised 2012-2025 by Joshua Purvis, Program Coordinator for Theatre Education,

This handbook will continue to be updated and will serve as the primary resource for Theatre Education students at UNCG. If readers find any dead links or outdated information, please bring it to the attention of the current Theatre Education Program Coordinator.

Theatre Education (K-12) at UNCG  
<https://vpa.uncg.edu/theatre/programs/bfa-overview/bfa-of-fine-arts-in-drama-theatre-education-concentration/>

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The Office of Theatre Education maintains an up-to-date version of this handbook on Canvas, for enrolled students. This print version will not be updated as frequently as the Canvas version, so some information may have changed since the last printing. Please contact the Theatre Education Program Coordinator if you have any questions regarding the content of this handbook. ....	42

## INTRODUCTION

UNCG's Theatre Education program has a long and distinguished history going back over fifty-five years. In the fall of 1997, the UNCG Theatre Education program officially became North Carolina's first specific Theatre Education concentration for Bachelor of Fine Arts (B.F.A.) in Drama.

This handbook is designed to provide information about important aspects of the undergraduate Theatre Education degree program. It will act as a guide for students who are planning to earn a **B.F.A. degree in Drama, concentrated to Theatre Education, with initial North Carolina Standard Professional 1 (SP1) K-12 licensure in Theatre Arts.** *Students enrolled in the program should read the revised handbook each year for changes that may affect them.* Education-related programs are subject to review and revision by the government, so theatre education students must stay abreast of such changes from one year to the next. Students should also stay current with the [Teacher Education Handbook](#) found online within UNCG's School of Education website.

## DIRECTION

**READ THIS HANDBOOK COMPLETELY.** Theatre Education students must read this handbook thoroughly and continually refer to the checklists and additional requirements. Students are ultimately responsible for their progress in the program and *should meet with their advisor a minimum of twice a year.* They are required to attend all School of Theatre orientation meetings. They must also attend meetings specifically for Theatre Education majors, which primarily occur through Pedagogy Seminars on Wednesdays at 4pm.

In addition to this handbook, students should also be familiar with the [Undergraduate Bulletin](#) published during the academic year in which they were admitted to UNCG.

The Program Coordinator for Theatre Education, [Mr. Joshua Purvis](#), serves as official advisor to all Theatre Education students and as Supervising Teacher for student teaching assignments. The Office of Theatre Education is located in *209 Moore Nursing Building [during the renovation of Taylor Theater]*. The mobile office number is (336) 517-7878, but due to a heavy clinical observation schedule, emails to [jtpurvis@uncg.edu](mailto:jtpurvis@uncg.edu) tend to have a faster response.

Welcome to UNCG, to the College of Visual and Performing Arts, and to the School of Theatre.

And welcome to the BFA concentration in Theatre Education.

Joshua Purvis  
Theatre Education Program Coordinator  
[jtpurvis@uncg.edu](mailto:jtpurvis@uncg.edu)

## UNCG SCHOOL OF EDUCATION MISSION

The School of Education is committed to creating life-changing opportunities through education by providing transformative learning, leading innovation and discovery, engaging communities, and promoting equity and diversity.

### CORE VALUES

Our core purpose is to create life-changing opportunities through education. Everything we do is in support of this core purpose. Four Areas of Distinction guide our progress towards fulfilling our core purpose. We believe they represent critical principles for the future success of our graduates, and we are proud of our regional and national recognition as leaders across these areas.

These four Areas of Distinction are:

#### 1. PROVIDE TRANSFORMATIVE LEARNING

We provide a transformative educational experience rich in real-world learning opportunities. Our students gain valuable practical experience with local organizations and school districts through internships, field placements, practicums, and related community engaged scholarship.

#### 2. LEAD INNOVATION AND DISCOVERY

We lead innovation and research and bridge discovery with teaching and practice to address our most pressing social needs. Our students not only learn from faculty who are at the forefront of advances in research, but also have the opportunity to be directly involved in research and community-engaged activities that are at the cutting edge of teaching and practice.

#### 3. PROMOTE EQUITY AND DIVERSITY

We promote a just society through valuing diversity and fostering educational and social equity. Our students are engaged in activities tied to every step of this process as we strive to leverage the collective expertise of our faculty and staff to generate a measurable impact on our region.

#### 4. ENGAGE COMMUNITY

We actively sustain an engaged and collaborative community of students, staff, faculty, alumni, and partners to act as agents of real-world change. Our students benefit from being a part of this community through enhanced opportunities for learning and building important professional networks aligned with their career interests.

### LAND ACKNOWLEDGEMENT

UNCG is located on the traditional lands of the Catawba, Keyauwee, and Saura Nations. UNCG and the City of Greensboro are home to a vibrant Native community connected by the [Native American Student Association \(NASA\) at UNCG](#) and the [Guilford Native American Association](#).

The state of North Carolina is home to many Native Nations, including [the Coharie](#), [the Eastern Band of Cherokee Indians](#), [the Haliwa-Saponi](#), [the Lumbee Tribe of North Carolina](#), [the Meherrin](#), [the Sappony](#), [the Occaneechi Band of the Saponi Nation](#), [the Tuscarora Nation of North Carolina](#), and [the Waccamaw Siouan](#). Let us venture to honor them with our work together.

## CONTEXT, GOALS, AND OBJECTIVES

### **B.F.A. Degree in Drama, concentration in Theatre Education**

#### **With Initial Professional Licensure (IPL) for teaching in K-12 Theatre Arts**

**The UNCG School of Theatre's mission is to prepare students to be informed theatre practitioners with commitment to creativity, innovation, inclusion, and the advancement of the art form.**

## CONTEXT

The program prepares qualified undergraduates to become effective professional Theatre educators at the elementary (K-5), middle school (6-8), and secondary (9-12) levels. Theatre Education students learn about theatre as a distinct discipline and art form, yet they also explore the use of specific theatre-based techniques in teaching other disciplines. While students often ask about a more formalized connection to other disciplines (i.e. via a minor), there are implications for licensure that would warrant further discussion with informed advisors, as add-on licensures can occasionally limit the amount of dedicated theatre courses a teacher is assigned to teach.

The program has two primary goals: first, to establish in students a solid foundation in all areas of specialization in Theatre Arts; and second, to prepare competent, highly qualified, and dedicated teachers through study of professional education, identification of best practices in Theatre Education, development of a personal teaching philosophy, and active engagement in the K-12 school environment. Within this context, the following goals and objectives guide the UNCG Theatre Education program:

## GOALS

Within this context, the following goals guide the Theatre Education program. Students will be able to:

1. Recognize the role of Theatre Arts in the development of self to include: self-esteem, self-confidence, self-discipline, creative self-expression, positive expression of emotion, and celebration of diversity.
2. Understand theatre as a universal form of communication and as a means through which to explore beliefs, traditions, and values of world cultures throughout history.
3. Understand theatre as a multifaceted creative process and a collaborative performing art.
4. Understand the anatomy and physiology of the voice, pronunciation standards, and the relationship of speech standards to actor training.
5. Understand the role of theatre education in developing communication, critical thinking, and decision-making skills.
6. Understand the process of literary analysis, the role of the reader, and the techniques for communicating literature to an audience.

7. Understand the role of philosophy, ethics, and disposition in fulfilling the obligations required of the professional K-12 Theatre Arts educator.
8. Demonstrate knowledge of the state-approved North Carolina Standard Course of Study for K-12 Theatre Arts.
9. Implement pedagogical knowledge in development of methods and skills for teaching all aspects of Theatre Arts to a diverse population of K-12 students.
10. Encourage cooperative learning experiences; teach students how to work equitably with others.
11. Explore the implementation of theatre techniques as methods through which to teach other subject areas to K-12 students.
12. Explore implementation of current technology by theatre educators.
13. Recognize, acknowledge, and address the needs of diverse learners.
14. Explore, develop, and implement varied methods of assessment of student learning.
15. Explore the development and implementation of various self-assessment methods.
16. Recognize learning as a life-long process.

## OBJECTIVES

(Objectives are keyed to numbered goal statements)

- 1.1 Develop activities and exercises to foster self-confidence, self-discipline, creative self-expression, positive expression of emotion, and celebration of diversity.
- 2.1 Display knowledge of the history of theatre and its impact on society.
- 2.2 Explore a variety of world cultures through studying representative plays.
- 2.3 Display a broad knowledge of dramatic literature.
- 3.1 Display knowledge of creative dramatics, devising, and drama-in-education.
- 3.2 Identify, discuss, and implement knowledge of the collaborative process.
- 3.3 Display basic knowledge and skills in training the actor's instrument to include the body, voice, emotions, imagination, memories, and intellect.
- 3.4 Demonstrate knowledge and skills in directing.
- 3.5 Demonstrate knowledge of basic techniques of set, costume, make-up, and lighting design and related aspects of technical theatre.
- 4.1 Display clear, fluent speech.
- 4.2 Identify and apply the characteristics of neutral American speech in performances.
- 4.3 Exhibit understanding and safe use of the vocal mechanism.

- 4.4 Demonstrate skills in the use of breath control, projection, and pitch variation.
- 5.1 Demonstrate knowledge of oral communication skills.
- 5.2 Use constructive criticism in analysis and assessment of student work.
- 6.1 Explore varied genres of literature and apply high critical standards in the selection of prose, poetry, and drama for performance.
- 6.2 Display skills in oral interpretation, employing both verbal and non-verbal means of expression.
- 7.1 Identify professional dispositions and responsibilities required of professional K-12 educators.
- 7.2 Demonstrate knowledge of North Carolina Public School law, the North Carolina Department of Public Instruction, and current issues in K-12 education.
- 7.3 Develop and express a personal teaching philosophy.
- 8.1 Implement the goals and objectives for the appropriate grade level from the North Carolina Standard Course of Study in K-12 Theatre Arts.
- 9.1 Develop skills in writing behavioral objectives and lesson plans.
- 9.2 Practice teaching methods and skills in field experiences in K-12 classrooms.
- 10.1 Develop and incorporate the use of ensemble-building and collaborative learning activities.
- 11.1 Design both unit and daily lesson plans that implement theatre-specific techniques as methods of teaching other subject areas.
- 11.2 Identify opportunities for use of technology as a teaching tool in the theatre arts classroom.
- 12.1 Explore the use of technology in the creative process.
- 13.1 Identify and implement teaching methods required for a diverse student population.
- 14.1 Explore the creation and implementation of varied assessment methods to determine levels of student learning.
- 15.1 Implement varied methods of self-assessment regarding teaching effectiveness, including reflective writing and peer evaluation.
- 16.1 Implement a professional development plan to continually update knowledge, methods, and skills in theatre, professional education, and technology.
- 16.2 Implement a personal development plan to avoid potential effects of long-term stress.

## STUDENT RESOURCES

### Campus Resources

School of Theatre - <https://vpa.uncg.edu/theatre/> with inclusion for Anti-Racism/Bias statement

School of Theatre Director's office - Moore Nursing Building 108

Brandon Hicks, SoT Administrative Assistant, Moore rm 112 – <tel:336.334.5576>

Theatre Program Coordinator's Office – Moore rm 209

Teacher Education's Office of Student Success, - Room 142 of School of Education building: Currently, Carol-Ann Griggs supervises the processing of student forms/materials [SOEOSS@uncg.edu](mailto:SOEOSS@uncg.edu).

Office of Accessibility, Resources, and Services (OARS), Elliott University Center, Suite 215

Teaching Resources Center, 310 School of Education Building, is available for teacher education students from all majors, across the University. Visit for a vast supply of K-12 materials and study guides.

University Writing Center, 3211 MHRA Building, is available to aid UNCG students in writing for university coursework.

University Speaking Center, 3211 MHRA Building, is available to aid students with public speaking and oral communication.

Apply to Graduate - Any student wishing to graduate during their final semester must apply early in the spring semester of their senior year, when they begin student teaching. Consult the Registrar's Office for deadlines and fees.

### Web/Email Resources

DegreeWorks - Students should bookmark and **check their on-line advising transcripts through DegreeWorks at least once each semester** to be sure they have received the credits they have earned. During the first semester of the junior year, students should do an on-line audit or degree evaluation and discuss results with the Program Coordinator.

The (ORG) Office of Theatre Education Canvas page should be located in the "Dashboard" page within a student's Canvas Account. It will have announcements specific to THRED students, as well as resources to aid in advising, communication, and reflective practice. If you are not able to access it, please email the Program Coordinator. In order to receive access, majors must have activated their uncg.edu accounts through Information Technology Services.

The UNCG School of Theatre Listserv is required for all theatre majors and is the primary means of communicating School of Theatre business. All new students and transfers to Theatre Education should be automatically included in this listserv. If you are not receiving emails within the first days of school, contact administrative assistant Brandon Hicks at [bwhicks@uncg.edu](mailto:bwhicks@uncg.edu).



## SUGGESTED MAJOR AND PROFESSIONAL COURSE SEQUENCE

The following is a user-friendly suggested chronology of theatre courses and professional education courses required to complete the Theatre Education concentration and part of recommendation for initial NC Teaching Licensure.

Please note that this is a suggested course sequence and may vary according to course offerings and the course loads taken by individual students. Many of these courses were renumbered in 2019. These do not include general education (MAC) courses.

### First Year

[Note: Stage Crafts 140, 145, 146, 147 can be taken in any order, therefore students can target technical areas of interest—or those with open seats—within the first two semesters.]

THR 101	Theatre First Year Foundations ( <i>Required MAC for Freshpeople</i> )
THR 182	Seminar in Theatre Pedagogy ( <i>repeated each fall</i> )
THR 146& THR146L	Stage Crafts: Lighting/Sound ( <i>coreq to 146L Crew, prereq to Lighting Design</i> )
THR 201	Playscript Analysis ( <i>prereq to Playwriting and Theatre Histories</i> )
THR 231	Acting I ( <i>Recommended for Fall</i> )
THR 145& THR 145L	Stage Crafts: Costuming ( <i>coreq to 145L Costume Shop, prereq to Costume Design</i> )
THR 120	Voice for the Actor
CST 105	Intro to Communication Studies ( <i>recommended for MAC Oral Communication</i> )
LIS 120	Introduction to Technology in Educational Setting ( <i>Recommended for Spring</i> )

### Second Year

[Note: Stage Crafts 140, 145, 146, 147 can be taken in any order, therefore students should finish all untaken technical areas with labs by the end of the second year.]

THR 140& THR140L	Stage Crafts: Scenery ( <i>coreq to 140L Scene Shop, prereq to Scene Design</i> )
THR 182	Seminar in Theatre Pedagogy ( <i>repeated each fall</i> )
ELC 401	Schooling in a Democratic Society ( <i>Fall only - meets online for a half-semester</i> )
TED 401	Child and Adolescent Development ( <i>Fall only - meets online for a half-semester</i> )
THR 400	Theatre History I ( <i>Fall only; may be taken in junior year. History courses do <u>not</u> have to be taken in sequential order.</i> )
THR 380	Playwriting ( <i>May be taken in junior year, as seats fill quickly and sections close</i> )
THR 147& THR147L	Stage Crafts: Makeup/Wardrobe ( <i>coreq to 147L Wardrobe Crew</i> )
SES 401	Understanding/Teaching Students w/Disabilities ( <i>Spring only – meets online for full semester</i> )
TED 402	Student Engagement in the Classroom ( <i>Spring only – meets online for half semester</i> )

TED 403	Teaching Multilingual Learners with Diverse Abilities ( <i>Spring only – meets for half semester</i> )
THR 361	Costume Design ( <i>Spring only - may be taken in junior year</i> )
THR 232	Acting II ( <i>Recommended for Spring. Avoid taking in the same semester as Acting I or Performance Styles</i> )
THR 401	Theatre History II ( <i>Spring only; may be taken in junior year. History courses do <u>not</u> have to be taken in sequential order.</i> )
THR 386	Introduction to Stage Management ( <i>Spring only and must be taken before final year. Does <u>not</u> have to be taken before THR 494</i> )

### Third Year

THR 494	Theatre Practice - Production ( <i>Asst. Stage Manager: complete application to request this production assignment and take during the semester of the assigned production</i> )
THR 370	Lighting Design ( <i>Fall only - may be taken in sophomore year</i> )
THR 415	Drama in Education ( <i>Fall only – includes in-class visits to K-5 classroom</i> )
TED 445	Human Diversity in Teaching & Learning ( <i>Fall only – 3-hour afternoon meeting time with additional professional internship assignments in K-12 classrooms</i> )
THR 410	Directing I ( <i>prereq for THR 485 Directing Practicum and THR 411 Directing II</i> )
THR 485	Directing Practicum ( <i>Recommended for Spring; Must have completed THR 410</i> )
THR 351	Scene Design ( <i>Spring only; may be taken in the sophomore year</i> )
ERM 405	Measurement and Assessment in Teaching/Learning (Spring only)

### Final Year

#### **All coursework other than THR 497 must be completed in the Fall Semester**

THR__	Advanced Theatre Course ( <i>THR 405, 406, 407, 480, 411, 416, 417, or other as approved</i> )
THR 486	Theatre Management ( <i>Fall only; may be taken in fall of junior year.</i> )
THR 435	Performance Styles ( <i>Fall only; may be taken in fall of junior year. Must have taken Acting I and II</i> )
THR 482	Teaching Methods in Theatre Arts ( <i>Fall only; internships Tues/Thurs mornings; Lecture Tues/Thurs afternoons</i> )
THR 497	Student Teaching in Theatre Arts ( <i>Spring only; full time in K-12 school</i> )

## **COURSE REQUIREMENTS FOR BFA THEATRE EDUCATION CONCENTRATION**

For a user-friendly audit sheet of courses, accept the invitation to (ORG)Office-of-Theatre Education Canvas organization.

From the [Undergraduate Bulletin](#), **UNCG's Theatre Education, K-12 Teaching Licensure Concentration Requirements:**

128 credit hours, to include at least 36 credits at or above the 300 course level. Degree concentration was granted a Regulation 400.1.5 exception in 2018, remaining at 128 total hours to maximize content preparation for teaching in the K-12 classroom.

Course List [38 Content and Pedagogy Courses (73 credits total)]

All of the courses listed below (with minimum grade of C- in all THR courses):

THR 120 Voice for the Actor  
THR 140 Stage Crafts: Scenery with 140L Scenery Lab  
THR 145 Stage Crafts: Costuming with 145L Costume Lab  
THR 146 Stage Crafts: Lighting and Sound with 146L Lighting Lab  
THR 147 Stage Crafts: Makeup and Wardrobe with 147L Wardrobe Lab  
THR 201 Playscript Analysis  
THR 231 Acting I  
THR 232 Acting II  
THR 351 Scene Design  
THR 361 Costume Design  
THR 370 Lighting Design  
THR 380 Playwriting  
THR 386 Introduction to Stage Management  
THR 400 Theatre History I  
THR 401 Theatre History II  
THR 410 Directing I  
THR 415 Drama in Education  
THR 435 Performance Styles  
THR 482 Teaching Methods in Theatre Arts  
THR 486 Theatre Management and Entrepreneurship  
THR 485 Directing Practicum  
THR 494 Advanced Theatre Practice-Production (Asst Stage Management assignment)

Field Experience

THR 497 Student Teaching in Theatre Arts (students are required to complete 100 hours of field experience in schools prior to beginning student teaching.)

One course selected from the advanced theatre courses listed below, if not used to meet prior requirements (3sh):

THR 402 Theatre History III  
THR 405 American Theatre History  
THR 406 Global Performance and Theatre  
THR 407 Feminist Theatre  
THR 480 Playwriting II

THR 411 Directing II  
THR 416 Puppetry  
THR 417 Theatre in Education  
(or other 300-400 level theatre content course as approved by K-12 Program Coordinator)

Professional Education Courses - 9 credits of 1-hour professional education modules  
ELC 401 Schooling in a Democratic Society  
ERM 405 Measurement and Assessment in Teaching (3sh)  
LIS 120 Introduction to Instructional Technology for Educational Settings  
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings  
TED 401 Child and Adolescent Development and Learning  
TED 402 Student Engagement in the Classroom  
TED 403 Teaching English Learners with Diverse Abilities  
One course selected from the courses listed below (3sh):  
TED 445 Human Diversity, Teaching, and Learning OR TED 545 Diverse Learners

Students will also take the repeated 1 credit THR 182 Seminar in Theatre Pedagogy, which will serve as the analogue to weekly faculty meetings and collect in their electives. Students are required to earn the electives sufficient to complete the 128 credit hours required for the degree.

## PROGRAM REQUIREMENT: GPA AND GRADES

**\*\*\*TARGET for EVERY SEMESTER\*\*\***



Theatre Education students must maintain at least a **3.0 Grade Point Average (GPA)** before being admitted into Teacher Education through the Office of Student Success (see SCHOOL OF EDUCATION REQUIREMENT: APPLY TO TEACHER EDUCATION). Application is made at end of sophomore year through a system called Sonia. After students are accepted into Teacher Education, the required 3.0 GPA must be maintained throughout the program of study. Students may not earn less than a C- in courses-in-the-major, including both theatre content and professional education courses. If a grade below a C- is earned in a course within the major, that course must be retaken until the minimum grade requirement is met. Additionally, students must earn at least a B- in *THR 482 Teaching Methods in Theatre Arts* to qualify for student teaching.

## PROGRAM REQUIREMENT: FIELD EXPERIENCE

**\*\*\*TARGET for EVERY YEAR\*\*\***



Theatre Education students **must accumulate a minimum of 100 verified hours of pre-student-teaching observation and field experience hours before student teaching in their final spring semester.** These hours will be scheduled primarily through the Theatre Education Program Coordinator in partnership with Local Education Agencies (LEAs, e.g. Guilford County Schools).

### Required Documentation to begin earning Field Experience



**ALL THEATRE EDUCATION STUDENTS MUST MAINTAIN A CURRENT BACKGROUND CHECK ON FILE WITH THE SCHOOL OF EDUCATION IN ORDER TO COMPLETE FIELD WORK IN ANY CAPACITY.** The BIB Background Check required by the School of Education is mandatory for all UNCG students BEFORE entering any K-12 instructional institution. Any other background check cannot be substituted for having a BIB Background Check on file. Theatre Education students should complete this background check within the first weeks of their first semester entering the program. This background check will remain active for the duration of all internship and field experience at UNCG. The cost for this background check has typically been \$23.50. Background Checks are audited by the School of Education Placement Coordinator and the instructions for completion of a background check can be found on the attached website linked above.

**ALL THEATRE EDUCATION STUDENTS MUST MAINTAIN A CURRENT GCS VOLUNTEER PROFILE WITH GUILFORD COUNTY SCHOOLS IN ORDER TO COMPLETE FIELD WORK IN THIS SCHOOL SYSTEM.** Theatre Education students should complete a GCS Volunteer Form within the first weeks of their first semester entering the program. This form will then be renewed each semester once a student's field experience site has been confirmed. *Make sure to keep a copy of your login/password for your records as this registration will carry through to multiple years.* Majors should specify UNC Greensboro for Business/Organization and list the following schools for the “pick 4” section: *Weaver Academy, Grimsley High* (You will update these selections each year with different schools). Students should also tick the “Art/Drama/Music” box (and others, as interest dictates, such as “Reading Buddy” would give you more one-on-one instruction time with at-risk students). Please note that failure to update a GCS Volunteer Form may result in prevention from entering the school since all GCS front office staff have access to this information. GCS Volunteer Forms are also audited the School of Education Placement Coordinator and students may access the form by clicking the attached link above.



All Theatre Education Students must have **professional liability insurance** on file in order to complete field work in any capacity. Liability Insurance is automatically applied to a Theatre Education student upon declaring the Theatre Education major and will be applied each semester as long as the student remains in Theatre Education. The amount of

\$7.50 is attached to a student's UNCG account and covers the student with liability insurance of up to \$2 million dollars of legal support. No action by a student needs to occur in order to receive this benefit and requirement.

### **Field Experience Guidelines for Observation**

*Students may not accrue hours from the high school they attended, in order to maintain professional objectivity and academic integrity. All students should read the *Field Experience Visitation Guidelines* handout before their first visitation, which includes:*

1. You should not only consult with GCS Traditional Calendar, but the individual school's web page (as many have special homeroom days or early release schedules).
2. Travel time – Depending on the school, it can take as long as 30-minutes door-to-door, which does not include time to *park, check in and check out of the main office*. You may include travel time on your Field Experience Hours Record (FEHR) sheet.
3. If you are transporting yourself and/or others, you are advised to **scout the location ahead of time**. Thirty minutes prior to the school day is the best time to do so, as you do not have to compete with the masses of commuters.
4. If your field experience is scheduled through another medium (e.g. THR 415, TED 445), **you are responsible for communicating your observation schedule to the Theatre Ed Program Coordinator** as well as documenting the hours on your FEHR sheet.
5. When in public school, it is **UNACCEPTABLE** to:
  - Wear shorts, jeans, warmup clothes, headwear, low-necklines, t-shirts, jangling jewelry, and open-toed shoes (especially flip flops)
  - Text or talk on the phone for ANY reason, even "legitimate" ones. If it is important enough to respond, you should just leave the site.
  - Eat food/snacks or drink anything other than water. Save those for your commute.

#### **To minimize disruptions to our sites**

1. You should take active steps to **observe full periods** instead of partial ones, timing your entrance/exit with the flow of the school day. We should be practically invisible. If you must leave before classes change, please cause as little distraction as possible (e.g. take fewer belongings, sit closer to the exit).
2. If observing with a group, you should position yourself around the circumference of the teaching space. **Do not sit together.**
3. When moving through the halls, try to do so individually. A group of four people is a gang. Stagger your entrances and slip quietly in and out of a room.

#### **Most Importantly**

**Whether through a computer system or through written log, you must check in and check out of the main office of the school or you may be prosecuted for trespassing and thus cost UNCG its partnership.**

## **Recording and Logging Field Experience through *Field Experience Hours Record (FEHR) Sheet***

Students are required to keep a journal of all field experience hours, which include dates, times, and activities observed. This journal should be used to complete the ***Field Experience Hours Record (FEHR) Sheet*** (available on Canvas). This record sheet will officially document the *breadth* of a student's field experience. In order to be credited, all field experience hours must be documented. Signatures of the on-site supervisors (principals or teachers) for the field experience are required.

**All hours must be documented by the dated signature of either the assigned teacher or principal at the school site. Signatures must be in ink. Students must have acquired a minimum of 35 hours of pre-student-teaching experience before applying for official admission into Teacher Education.**

*Special Note: Classroom observation is much more limited in the spring semesters, due to student teacher placements. It is in the best interest of the THRED candidate to secure provided observation time as early-and-often as possible, and to seek approval for supplemental field experience opportunities that present themselves (e.g. Short Tales).*

If you are planning to acquire summer hours after this deadline, you may include your plan, contact person and anticipated totals on your Annual Faculty Review form (not your FEHR sheet). This plan might include summer camp counseling or internships. Remember that you will need to document any May-August field experience on a FEHR sheet for when you return in the fall, and that visits to your hometown high school do not count toward field experience.

These should also be submitted digitally on Canvas through the "Assignments" section under their respective headings:

[Field Experience Hours - Year 1 = freshmen/transfer](#)

[Field Experience Hours - Year 2 = sophomores,](#)

[Field Experience Hours - Year 3 = juniors/scenic seniors,](#)

[Field Experience Hours - Final Year = graduating seniors](#)

## **Field Experience Topic Essays**

To articulate the *depth* of the experiences: freshmen, sophomores, and juniors will be assigned specific topics upon which to focus their observations and must submit a ***Field Experience Topic Essay*** during the Annual Faculty Review process.

Papers must be double-spaced, in 11 or 12 point font. Margins should be 1 inch all around. No handwritten papers will be accepted. The paper should be a minimum of 3 pages in length, double-spaced, and submitted to the Theatre Education Program Coordinator, through Canvas, by the assigned deadline. Papers written in response to teaching for THR 415 or to document the TED 445/545 practicum/internship experience may be substituted

in lieu of the focus topic essay (this usually happens in the third year). The April due date for the papers will be announced on Canvas as part of the Annual Faculty Review process.

Writing the Field Topic Paper: [Field Topic Paper Guidelines and Starter Questions.docx](#) available through Canvas.

When completed in the form of a proofread, final draft, these papers should be submitted digitally on Canvas through the "Assignments" section under their respective headings:

[Field Experience Topic Paper Year 1 = freshmen/transfers,](#)

[Field Experience Topic Paper Year 2 = sophomores,](#)

[Field Experience Topic Paper Year 3 = juniors,](#)

[Field Experience Topic Paper - "Scenic Year" \(if necessary\) - scenic seniors.](#)

### **Field Experience total hour benchmarks by year (suggested)**

#### **Freshpeople**

Usually, the ten (10) hours of observation are done in the fall semester of the true first year; however, scheduling limitations may require hours to be spread over two semesters, with students completing half of the hours in the fall semester and the other half in the spring semester. Placements are often secured at Weaver Academy, which is an arts magnet high school within walking distance. However, students are strongly encouraged to observe at elementary schools, such as Morehead Elementary, prior to taking THR 415.

#### **Sophomores (and 1<sup>st</sup> year Transfer students)**

Sophomores add an additional twenty (25) field experience hours during the second academic year, preferably at middle or high school (traditional).

*Transfer students should complete 35 hours to stay on pace, especially if they are trying to graduate in three years at UNCG.*

#### **Juniors**

Juniors add another thirty (30) hours of field experience in the fall semester. However, some of the hours may be completed through practicum hours required for 445 *Human Diversity, Teaching, & Learning* and/or THR 515 *Drama in Education*. Juniors should document these hours as they would any other field experience, but may get accompanying professors to sign off and/or include professor-generated reporting sheets as the official signature of the experience. Juniors should supplement these practicum hours with observations toward any deficient grade range (i.e. if one has primarily observed high school and elementary, one should target middle school)



### **“Scenic Route” Seniors (i.e. those who require an extra year in the program)**

Given the comprehensive and rigorous academic requirements of the degree, some students elect to complete the Theatre Education program in five years, rather than in four, due to a variety of reasons, including: joining the concentration after the first year at UNCG, studying abroad, taking additional coursework towards one or more minors, and/or supplementing study in one or more areas of specialization within the major. Occasionally, a student’s decision to study abroad may result in a break in course sequencing. If students need a fifth year at UNCG, they must supplement their field experience hours with an additional thirty (30) hours.

As THR 482 Methods and THR 497 Student Teaching must occur in the final year, the “scenic” year is much more effectively a second junior year than a preliminary senior year, regardless of academic classification.

<b>Year</b>	<b>Total Hours for Benchmark</b>
1 - Freshperson year	10
2 - Sophomore year	25
3 - Junior year	30 (includes TED 445 and/or THR 415 hrs.)
{“Scenic Route“	30 Fall of 1st senior year (only for five-year seniors)}
4 - Methods (senior) year	35 (provided through THR 482, fall; excludes student teaching)

[Methods seniors must finish with their 65 hour minimum prior to student teaching, whereas Scenic seniors must finish with a 95 hours minimum prior to student teaching.]

### **Classes with Required Field Experience Hours**

The hours earned in the following courses must be still documented on the Field Experience Hours Record Sheet, unless otherwise approved.

#### ***THR 415 (DRAMA IN EDUCATION)***

This class offers a supervised practicum consisting of leading groups of children in creative dramatic or drama-in-education activities in a surrounding local school, usually an elementary school. Documentation of field experience hours should be recorded on the Field Experience Hours Record Sheet that must be signed by the professor, Rachel Briley, or the K-12 classroom teachers. THR 415 is typically only offered in the fall semester. Students must complete THR 415 *before* taking THR 482 Teaching Methods

#### ***TED 445 (Human Diversity in Teaching and Learning) or 545 (DIVERSE LEARNERS)***

If there is field experience associated with this course, and Theatre Education students may apply the *TED 445/545* hours-in-the-field to their required thirty (30) hours of pre-student teaching field experience hours. It is the students’ responsibility to communicate any school

site assignments from the TED 445/545 professor and to bring documentation of these hours to the Theatre Education Program Coordinator. Students must complete *TED 445/545* before taking THR 482 Teaching Methods.

### ***THR 482 (TEACHING METHODS IN THEATRE ARTS)***

“Methods” includes morning internship field experiences in which Theatre Education seniors work with multiple experienced K-12 Theatre Arts teachers in the classrooms that include elementary, middle school, high school levels. While the *THR 482* class meets three hours each week for lecture, internships are scheduled for two mornings a week, with students going out into the surrounding schools, usually on Tuesday and Thursday mornings, from 8am-12:30pm. However, when higher enrollments demand extra time, Monday and Wednesday mornings may be scheduled for teaching internships as well. Students must anticipate this factor in the design of their schedules for their final fall semester and plan accordingly.

The amount of time, energy, and preparation required to successfully complete the internship must be taken into consideration. Theatre Education students should develop proactive, organized habits to avoid overloading themselves. The internships play a crucial role in preparing students for their student teaching experience. They serve as a laboratory in which students synthesize and apply knowledge from all theatre courses, liberal arts studies, and professional education courses. To qualify for student teaching, a student must earn a "B-" or better in THR 482. All contact with, and scheduling of, internship schools is handled by the Theatre Education Program Coordinator. *THR 482* is only offered in the fall semester, and it should be taken immediately prior to student teaching in the spring.

### **Summer Field Experience Hours**

Summer field experience hours must be approved *in advance* by the Theatre Education Program Coordinator. **Students must submit a request-in-writing and include a detailed description of opportunity, complete with supervisors' contact information and rationale as to why the experience will contribute to the student's diverse range of field experiences.** Students are encouraged to document their summer field experience hours by submitting digital photographs from the experience to be put in their advising files. The number of field experience hours credited to the UNCG student will be determined by the Theatre Education Program Coordinator after the experience is completed and may be capped. Summer and supplemental experience may not substitute for more than 15% of the total 100 required hours. The bulk of a student's field experience must take place in a public K-12 school with a licensed theatre teacher.

### **Field Experience Supplements**

There will be additional opportunities for field experience that do not include classroom observation, but will provide relevant experience toward in-service teaching. Such experiences might include: publicity events, tutoring, directing K-12 students at Creative Greensboro, UNCG School of Theatre outreach, youth workshops, etc. These experiences

may not be used as a complete substitute for public classroom observation/analysis, and will likely be capped to remain as supplemental enrichment.

The one standing ground rule is that students **may not gain field experience credit from activities that take place at the high school they attended.**

### **Breakdown of Percentage**

**Time Factor:** Often in order to regulate the amount of supplemental experience that is counted in ratio to field experience hours in a traditional setting, the time will be accounted for in percentage:

5% of total hours taken when a student earns above 300 hours of supplemental experience

10% of total hours taken where a student earns 200-300 hours of supplemental experience

12% of total hours taken where a student earns 100-200 hours of supplemental experience

15% of total hours taken where a student earns 50-100 hours of supplemental experience

20% of total hours taken where a student earns below 50 hours of supplemental experience

**Function of Student:** A student's role during the supplemental hours can determine the weight that the supplemental hours hold:

5% - Student is observing and is not in a leadership role in any capacity

10% - Student is in a shared leadership

20% - Student is in a sole leadership role in which they are the primary leader

50% - Student is in a leadership role where the content is constructed by themselves and they are the sole leader **e.g. Short Tales at Creative Greensboro= Always preapproved at 50%**

Percentage combinations are at the discretion of the Theatre Education Program Coordinator. Students are encouraged to consult this supervisor with regards to questions and clarifications for additional field experience supplementation.

### **Shortcuts to Canvas Office-of-Theatre-Education(ORG) Links:**

BIB Criminal Background Check Application: [BIB Background Check Online Application Link](#)

*Considerations for field experience visitations (READ before your first day):* [Field Experience Visitation Guidelines.docx](#)

Field Experience Hours Record (FEHR) sheet for logging: [Field Experience Hours Record Sheet.docx](#)

Samples of how to complete the FEHR sheet: [FEHRsample Acceptable.pdf](#)...[FEHRsample Unacceptable.pdf](#)

Writing the Field Topic Paper: [Field Topic Paper Guidelines and Starter Questions.docx](#)

## PROGRAM REQUIREMENT: ASSISTANT STAGE MANAGER (ASM) EXPERIENCES

### **\*\*\*TARGET during JUNIOR YEAR \*\*\***

(and some majors will take THR 386 during their sophomore year)

BFA Theatre Education students are required to complete crew assignments during both Stage Crafts classes and required to complete a stage management responsibility under the THR 494 Theatre Practicum: Production course heading during their junior year. Students will also complete a THR 386 Introduction to Stage Management course during the spring of their sophomore or junior year (as the course can be only offered on rotation every other spring), but THR 386 does not have to be taken before applying for a THR 494 ASM assignment.

ASMs have the privileged position of observing-and-recording many facets of production, including how production meetings run, SM duties/language, directing duties/language, actor rituals/entitlement, board op duties/language, and collaboration with many other artists. It is the most singular experience we have for taking in the macro of production work, which you will be coordinating in a K-12 teaching job.

**If there is even a small chance that you are self-selecting out of the Theatre Education concentration, please do not request an assignment, as mid-process replacements throw off the entire production matrix. Instead, make an appointment with the Theatre Education Program Coordinator to discuss your direction and options. You will be expected to fulfill your ASM assignment, even if you choose to leave the program.**

1. Stage management assignments are made by the School of Theatre Design/Production faculty in the late spring, after the announcement of the upcoming season. Students must **submit an online application form**, which will be linked from the School of Theatre Listserv, and indicate they are requesting a stage management assignment, as this same form used by design and technical theatre majors for requesting design or technical positions. Questions about the form can be directed to Tara Webb, Director of Undergraduate Studies.
2. On the application, the show-by-show requests (where you check the boxes of shows for which you wish to be considered), should primarily be processed with your availability in mind (as opposed to your preference, which you request later in the form). The only boxes that should be unchecked are ones that you physically cannot work (e.g. you have to attend a wedding during the latter part of the rehearsal process, you have a required evening class, etc.). I would label these as "dealbreakers" (i.e. you would risk not being given an assignment rather than working the show and being unavailable for most of it). Do remember that having one conflict may not be a dealbreaker, especially if you can express it early (through the designated area of the form).
3. Therefore, your preference is typically stated solely in a separate cell of the form, with the question "Is there a specific show on which you absolutely want to work?" Remember, that your well-reasoned rationale carries a lot of weight--and "I love the show" is not a very vocationally-driven reason. Instead, here is where you should

articulate things like scheduling (of education modules, directing practicums, etc.) and experiences you may have had in the past (e.g. "I worked a Taylor show last year, and would really like to work a Sprinkle show in a smaller space"). To that end, the production team tries to create opportunity (within their means) to maximize diverse experiences within each student's assignment(s), as opposed to placing them within overtly similar experiences (e.g. working on a Taylor musical two years in a row). While this consideration is not always possible, given the needs of the SM program, it will often explain why a student's primary request was not honored.

4. Students **must complete a Stage Management workshop** held in the beginning of the fall semester in which they have been assigned an ASM position. Students with a spring ASM position may have a separately scheduled workshop.
5. Students receive one-semester-hour credit by enrolling in *THR 494 Practicum (Production)* for the semester in which they are scheduled to commit their assistant stage management assignment.
6. It is every theatre education major's individual responsibility to monitor the School of Theatre Listserv and follow through with pursuing additional program requirements. Before making a request, please look carefully through your plans for next year. Tara, Clare, Chip (et al.) does well to take your requests/schedules into account, but the last thing any of us want is for you to be granted an assignment only to have a separate commitment get in the way of you fulfilling your responsibility. Upon making these requests, you should be prepared to commit to them as though they were a professional booking.
7. Chip Haas announces these position assignments over the summer through the School of Theatre Listserv, so make sure to read the "production assignments" email that he sends out after the decisions have been made. Please make it a habit to review changes each time he updates the assignments, each and every time until you graduate. Even if you think you have completed all ASM positions (soph-senior), your name may have carried over from a previous list and need to be corrected. Additionally, personnel changes may necessitate changes in your assignment. The bottom line is: the production assignment messages/updates, sent by Chip Haas, are the primary means of communication to THRED majors, so beware of overlooking them.

#### **PROGRAM REQUIREMENT: THR 485 DIRECTING PRACTICUM**

**\*\*\*TARGET proposal form during Directing I,  
in order to conduct project the semester after Directing I\*\*\***

For a two-page perusal packet of guidelines and proposal: [THR 485 Directing Practicum form 2pages.docx](#)

After taking THR 410 Directing I, students register to complete a Directing Practicum (*THR 485* – 1sh credit). This practicum is intended as the best possible utilization of departmental time-and-resources in order to practice and demonstrate proficiency in directing a full piece. Students are provided with a space and a time limit, and are charged

to conduct as full a simulation of the production process as possible within these means. For all guidelines regarding the THR 485 Directing Practicum, please see the [Directing Practicum Guidelines](#).

*A proposal form for THR 485 must be completed and approved in advance by the Theatre Education Program Coordinator who typically serves as instructor of record for THR 485.* Students may arrange supervision from another faculty member who could supervise the THR 485 project, though this will require signed permission from both the Theatre Education Program Coordinator and the alternate faculty supervisor.

Students are encouraged to meet with their Directing I professor and with other performance faculty members who are familiar with their work to gather suggestions for their directing practicum project. Ideally, the project should address the continued development of specific directing skills identified in Directing I. Towards that end, the script should be selected according to the feedback the student receives. Some students choose to approach this 485 project as an analogue to the [NCTC High \(or Middle\) School Play Festival](#) with a 25min piece.

## PROGRAM REQUIREMENT: AUDITIONS

**\*\*\*TARGET ONCE EACH YEAR\*\*\***



All BFA Theatre Education majors are required to complete a minimum of three (3) season auditions, in either the fall or spring semester, during the four years they are at UNCG. “Scenic route” students who require an extra year in the program must do four season auditions. Theatre Education majors are encouraged to audition for Monday APO Workshop performances; however, APO Workshop auditions may not be substituted for the season audition requirements.

In the past, majors have expressed worry about auditioning due to fear-of-being-cast (e.g. scheduling does not allow for acceptance of a role, due to other evening commitments, ASM assignments, or coursework overloads). There are two ways students can help their situation, and still go through the audition process. Students are encouraged to do both:

1. When you submit your online resume to the Production Manager, briefly specify your circumstances in large, bold letters at the top. Something like, **"DO NOT WISH TO BE CONSIDERED FOR A ROLE - SPRING 2024. AUDITIONING TO FULFILL A THEATRE ED PROGRAM REQUIREMENT."**
2. When you introduce yourself, during the cattlecall audition, briefly draw the directors' attention toward your self-removal from consideration. Something like, **"Hello, my name is Suzie Creamcheese. As you'll see on my resume, I do not wish to be considered for a role this semester, but I am auditioning to fulfill a theatre ed requirement. Thank you for your time."** Then perform your audition package to the best of your ability and thank them again.

Both of these options are efficient ways to state your business, gain the experience associated with the process, and keep working. These scheduling overlaps should not keep

you from auditioning, but will necessitate your communication to the Production Manager (and directors) that you are "only auditioning this semester to fulfill a theatre education program requirement."

Begin obtaining signatures on an Audition Record Sheet during your first season audition at UNCG: [AUDITION RECORD SHEET.docx](#)

## **PROGRAM REQUIREMENT: ANNUAL FACULTY REVIEWS**

**\*\*\*TARGET for EVERY YEAR\*\*\***



All BFA Theatre Education students **are required to complete an Annual Faculty Review at the end of each spring semester, beginning in their first year at UNCG.** Students are responsible for completing the required paperwork by the posted April deadline, which will be released as a Canvas announcement.

A committee of theatre department faculty members, chaired by the Theatre Education Program Coordinator, will meet with students to conduct a 10-15 minute feedback session. Students identified with problems in their progress may require a follow-up faculty review, either with the committee or with the Theatre Education Program Coordinator, held during spring exams or during the fall semester of the following academic year. These students must have satisfactorily addressed any probationary problems identified during the annual faculty reviews by the scheduled follow-up reviews, or they may be advised into another degree program or dropped from the Theatre Education concentration, if appropriate.

Documents required for the reviews include the [BFA THRED Annual Faculty Review](#) form, the signed [Field Experience Hours Record Sheet](#), and any outstanding [Field Experience Topic Essays](#). (see previous section on "Field Experience")

### **Annual Faculty Review Form**

Annual Faculty Review Forms should be uploaded to the (ORG)Office-of-Theatre-Education Canvas site by the specified due date that will be determined by Josh Purvis and Announced via Canvas Announcements. Submit digitally to Canvas under the "Assignments" section, for your respective year:

[Annual Faculty Review Year 1= freshmen/transfers.](#)

[Annual Faculty Review Year 2 = sophomores,](#)

[Annual Faculty Review Year 3 = juniors/scenic seniors](#)

with the following filename: *lastname\_firstname\_AFR\_SP20xx*. The Office of Theatre Education will compile these e-copies and distribute to faculty committee members. Those that have gone through reviews before should simply be able to cut-and-paste to last year's form, adding updates for this year.

## **Field Experience Hours Record (FEHR) Sheet (breadth)**

See previous section of Theatre Education Handbook for procedures to submit FEHR sheets

## **Field Experience Topic Essays (depth)**

See previous section of Theatre Education Handbook for procedures to submit Topic Essays

## **2nd & 3rd Year Reviews**

A committee of multiple theatre department faculty members, chaired by the Theatre Education Program Coordinator, will meet with students in an assigned faculty conference room. Students identified with problems in their progress in the program may require a follow-up faculty review, either with the committee or with the Theatre Education Program Coordinator, held during the fall semester of the following academic year. These students must have satisfactorily addressed any problems identified during the annual faculty reviews by the scheduled follow-up reviews, or they may be advised into another degree program or dropped from the Theatre Education program, if appropriate.

There may be as many as four faculty members in the room during your review (except for 1st-year students, where it will just be the Program Coordinator). We will ask each candidate a general statement like "How are you processing this year for yourself?" Please think through an articulation of at least one specific thing of which you consider your biggest area-of-growth and at least one specific challenge on which you are working. **Try and consolidate your thoughts into a 2-3 minute statement of purpose** (Feel free to bring a note card if it helps you). Answering "pretty good" doesn't say much in the short time we have allotted. While the faculty tries to curb the stressful formality of these meetings, often it can be at the expense of a candidate's specificity, of which we are ultimately charged.

After your statement, relevant faculty committee members will speak for a minute or two about the main things that they have noticed from their perspective. This may be specific to their classes or may be general feelings they have as to your potential as a student teaching candidate. If a follow-up meeting is required, the Theatre Education Program Coordinator will notify you by the beginning of exams.

Since we will be moving very quickly, there will not be time for verbal responses to faculty remarks. Please record any feedback you receive, so that you may process it fully and follow up appropriately.

## **1st Year Reviews**

1st-year majors should conduct a thorough compare-and-contrast analysis of your **written qualifying paper** (which, at the very minimum, should include an out-loud reading of this paper, word-for-word, on your own) to **multiple viewings of your own PW "Origins" video**. During your short interview, we will openly discuss what you are self-identifying and how the combination of written credibility and oral presentation combine to affect your candidacy within the program. This interview/discussion will take place solely between you



and the Theatre Education Program Coordinator, but should include a high level of critical thinking before you enter the room. While no written analysis is required for this review, it would behoove you to speak from a list of items you have noted (which may include page/paragraph numbers for your QP and/or timestamps from your “Origins” video).

**You are encouraged to access the Canvas “assignments” and determine if you need technology support well before Annual Review deadlines.** Please let the Program Coordinator know immediately if you have any questions or concerns about fulfilling these program requirements.

Begin compiling-and-updating Annual Faculty Review form during April of your first year: [Annual Faculty Review Form.docx](#)

### **PROGRAM REQUIREMENT: FIRST YEAR QUALIFYING PAPER**

**\*\*\*TARGET submission to Theatre Education Program Coordinator by January of first spring semester\*\*\***



Most students will begin completing this requirement before arriving at UNCG, potentially as part of the UNCG admissions process.

Both incoming freshmen and transfer students, will be required to submit a [4-6 page narrative paper](#) entitled “The Origins of My Journey into Theatre Education” which should serve as a formal articulation of:

1. Up to two pages of autobiography which include short anecdotes related to how the author was inspired to become a teacher.
2. A persuasive argument as to what skills and strengths the author possesses which would make them an *excellent* educator in the field of theatre.
3. A comprehensive analysis of the weaknesses and gaps in knowledge the author would like to address during their studies at UNCG and how they will supplement their coursework in these areas.

In order for the Theatre Education Program Coordinator to endorse your application to Teacher Education, a candidate must demonstrate a commitment to public school education as well as the means to articulate how their commitment will shape them as students within the School of Theatre at UNCG. Much as a performance audition demonstrates potential for a career in acting, or a portfolio demonstrates potential for design/production, this formal paper should sell the candidate as a promising future educator in the public schools. **This paper will be due at the end of the first week of spring semester classes.**

**Submit your paper digitally on Canvas, under Assignments, to the [First Qualifying Paper assignment](#).**

**PROGRAM REQUIREMENT: PRAXIS ACADEMIC CORE TEST**  
**\*\*\*IF NOT EXEMPT, MUST BE PASSED BY END OF SOPH YEAR\*\*\***



*Unless exempted by Teacher Education in the Office of Student Success*, candidates must register for the [Praxis® Core Academic Skills for Educators \(Core\)](#) [including Reading (5713), Writing (5723), and/or Mathematics (5733)] early in the fall semester of the sophomore year. Transfer students should take the exam no later than their second semester on campus. Test scores must be available before a student may be admitted into Teacher Education.

In order to register for this Praxis Core exam, visit the ETS Website (linked above). As of 2018, testing service fees are \$150 for the Combined Subject test (\$90 for individual subjects). Additional fees may compound for late registration, so secure a testing site/date as soon as possible. For additional details regarding registration and application deadlines, candidates can obtain a *PRAXIS Series Bulletin* at the Student Services Waiting Room, 116 School of Education Building. *ETS also has very rigid policies regarding personal identification and mobile devices; students are advised to review procedures several times, especially if you have ever changed your name.*

Candidates must take the computerized PRAXIS Core tests in Reading, Writing, and Mathematics if their SAT/ACT scores are not high enough to exempt them from the Praxis (*see the table below*). Candidates should keep their original score report to provide to the Office of Student Success in the School of Education.

**Required Scores for Praxis Core Exemption:**

Those that took the SAT after March 2016 will need a total score of 1170 or higher to be exempt from the Praxis. A 600 or higher score on Verbal or a 570 or higher score on Mathematics sections will also exempt an individual from that section.

SAT or ACT scores	Praxis Core Reading	Praxis Core Writing	Praxis Core Math
SAT (Verbal and Math) combined total 1170 or ACT composite total 24	EXEMPT	EXEMPT	EXEMPT

SAT (V&M) total < 1170, Verbal 570 or ACT composite total < 24, English 24	EXEMPT	EXEMPT	Must take Praxis: Mathematics and pass with 150 minimum score
SAT (V&M) total < 1100, Math 600 or ACT composite total < 24, Math 24	Must take Praxis: Reading and pass with 156 minimum score	Must take Praxis: Writing and pass with 162 minimum score	EXEMPT
SAT or ACT scores are <u>not</u> high enough to be exempt from Praxis Core	Praxis: Reading - 156 minimum score***	Praxis: Writing - 162 minimum score***	Praxis: Mathematics - 150 minimum score***

**\*\*\* Or have a combined total for Reading, Writing, and Mathematics of 468 or higher.**

Help with preparing for the PRAXIS: Core:

The School of Education has several methods of [practicing for the Praxis: Core](#). Students who have significant difficulty earning passing scores on PRAXIS should consult with an advisor in the Office of Student Success concerning the possibility of a State Board of Education waiver of this requirement. A waiver request may be considered in cases where a student: a) has a 3.0 GPA, b) has taken the PRAXIS Core at least 3 times, c) earned a 522 total score with a score on one test that is no more than 3 points below passing, and d) can demonstrate extenuating circumstances that impact earning passing scores on all tests.

## **PROGRAM REQUIREMENT: WEDNESDAY PEDAGOGY SEMINAR**

**\*\*\*TARGET EACH SEMESTER\*\*\***



Theatre Education students are required to attend Wednesday Pedagogy Seminar (PS) from 4pm-5:30pm. These workshops seek to bridge the gap between theatre content and the study of teaching (pedagogy).

**Students should not schedule coursework or outside commitments on Mondays or Wednesdays from 4pm-5:30 without first getting written permission from the Theatre Education Program Coordinator.**

There will be an assortment of content that is covered during these meetings such as pedagogical tools, experiential learning, special problems, and opportunities to practice teaching strategies. Students consistently identify these sessions as an integral supplement to the application of their training, and in 2024 were codified to receive course credit under the repeated THR 182 *Seminar in Theatre Pedagogy*.

While this program requirement is now credit-bearing, it will be structured much more as an analogue to weekly faculty meetings that one finds in K-12 schools, rather than a traditionally syllabized course. The best way to stay proactive and prepared for these meetings is to stay attentive to Canvas announcements, arrive early to our meeting space, and keep a log of material covered at these meetings (much as one would do at a faculty meeting).

During the spring semester, we have traditionally split the body of majors in half, in order to more specifically scaffold the areas-of-practice most needed for each collection of cohorts.

## **[Suspended] PROGRAM REQUIREMENT: PRAXIS II THEATRE ARTS SPECIALTY TEST**

**Students may still earn this credential, which is still required to teach in some other states. We are simply suspending it as a program requirement for graduation.**

Prior to 2024, students were required to submit a minimum score of 162 on the [Theatre Specialty Area Test \(#5641\)](#) in order to graduate. As the state of NC has never required this test for licensure, its primary function was to internally measure student outcomes and to increase licensure reciprocity with other states. We are temporarily suspending this test as a program requirement through 2027-28 in order to gauge the professional benefit compared to the cost for students.

If students do opt to take the test for their own portfolio, [registration for the test](#) should take place in during the Methods/Student Teaching year in order to provide to states that require it for reciprocal teaching licenses. Deadlines and testing locations, as well as testing fees can be researched via the ETS website linked above. It is worth noting that finding the test most efficiently occurs through looking it up via another state (e.g. [Utah](#))

**SCHOOL OF EDUCATION REQUIREMENT: APPLY TO TEACHER EDUCATION  
\*\*\*TARGET by SPRING SEMESTER of SOPHOMORE YEAR\*\*\***



**THIS IS ONE OF THE MOST IMPORTANT DEADLINES TO MEET DURING YOUR TIME AT UNCG.**

Candidates should apply for secondary admission to Teacher Education at the end of their sophomore year. All candidates must be admitted no later than the first semester of their junior year, as the School of Education requires this secondary admission at least one year prior to student teaching. Failure to apply for admission is one of the primary causes for students to require a fifth year at UNCG.

- Students must complete this secondary admission requirement before they are officially categorized as Theatre Education majors.
- Students are not to take more than 50% of the required professional education courses prior to admission to the Teachers Academy.

*Note for Transfer Students:* Transfer students should apply to the Teacher Education program when they are admitted to the University, as long as they have completed all general education courses for the Minerva Academic Curriculum (MAC). Transfer students who do not meet all requirements for admission to the Teachers Education program must: complete at least 12 semester hours at UNCG with a GPA of 3.0 or better; earn the required scores on the PRAXIS Core reading, writing, and mathematics tests; and complete School of Theatre program requirements, including field experience hours, auditions, interview, et.al.

Before submitting your application, confirm that you have met all program requirements (described in previous sections):

☐ **Grade Point Average**

A 3.0 overall GPA is required. After students are accepted into Teacher Education, the required minimum GPA must be maintained throughout the program of study.

☐ **Criminal Background Check**

As part of the application process, students must complete a background check.

**Candidates should be aware that school districts require applicants to disclose all violations of law to the school district, even those that have been expunged.** A candidate may be denied a student teaching or internship placement and/or employment based on a history of violations of law. If a candidate does not report a violation to the school district, he/she may be dismissed from his/her position.

### □ **Faculty Interview**

As part of the application process for admission to Teacher Education, sophomore BFA candidates must successfully complete annual faculty reviews, held at the end of each spring semester.

### □ **Qualifying Paper**

Students must also submit a qualifying paper at the beginning of the spring semester of their first year.

### □ **Field Experience Requirement**

Students must have acquired a minimum of 35 hours of documented pre-student-teaching experience before applying for admission into Teacher Education.

### □ **Praxis: Core Requirement**

Unless exempted by Teacher Education, candidates must register for the *pre-professional Praxis Core Academic Skills for Educators* test early in the fall semester of the sophomore year. Transfer students should take the exam no later than their second semester on campus. Test scores must be available before a student may be admitted into Teacher Education.

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## To apply for Teacher Education through the SoE Office of Student Success:

1. Go to [sonia.uncg.edu](https://sonia.uncg.edu)
2. Sign in using your UNCG login credentials
  - When you log in, if you are given an error message that you do not have a Sonia account, email [soeinfo@uncg.edu](mailto:soeinfo@uncg.edu) so that we may add you to Sonia.
  - Please note, the addition may take up to five (5) business days to take effect.
3. In your Sonia account, go to the “Forms” tab.
4. At the top of the page, using the dropdown box next to “Form:”, select “Teacher Education Application” and then click “Add”.
5. The Teacher Education Application will be added to your Sonia account. Click the red “Edit” button on the right.
6. Once you have completed the application, under “Teacher Education Application Submission” click “By selecting this button, I am signing this application and stating that all of the information provided is accurate and up-to-date”
  - Please note, if any required question (noted by a red asterisk) is not completed, the application will not submit. Please complete that information and try to submit the application again.
7. To see the progress of your application, you may view the Teacher Education Application in Sonia. Once you have completed all minimum admission

requirements, your application will be forwarded to your program/department for approval.

**Upon admission into Teacher Education, students are accountable for all guidelines and regulations within the School of Education's [Teacher Education Handbook](#).**

**SCHOOL OF EDUCATION REQUIREMENT: APPLY FOR STUDENT TEACHING  
\*\*\*TARGET WINTER, THE YEAR BEFORE THR 482 (METHODS),  
NORMALLY JUNIOR YEAR\*\*\***



**THIS IS THE OTHER MOST IMPORTANT DEADLINE TO MEET DURING YOUR TIME AT UNCG.**

Between January 15 and February 15 of the year before students plan to student teach (normally the junior year), students must [submit a formal application for student teaching](#) to the Office of Student Success.

Students must already be admitted to Teacher Education at least one academic year before they would student teach. *For example, a THRED major planning to student teach in the Spring of 2030, must submit this application by February 15, 2029.*

The State Board of Education (SBE) policy and Department of Public Instruction (DPI) Program Approval criteria require that candidates be admitted to teacher education one full semester prior to the semester in which they plan to student teach. Since Theatre Education students only student teach in the spring, failure to meet the application deadline may delay student teaching another year.

Completed forms should be submitted by completing the Sonia application linked above that is sent to Carol-Ann Griggs (SoE 136) for processing and final approval.

## SCHOOL OF EDUCATION REQUIREMENT: EDTPA PORTFOLIO

**\*\*\*TARGET research through ERM 405 during JUNIOR YEAR, to complete-and-pass during THR 497 Student Teaching\*\*\***

To receive licensure, student must submit a teaching portfolio that demonstrates knowledge and skills in not only theatre, but also in technology and teaching pedagogy. **The portfolio submitted through the online [Pearson ePortfolio System](#).**

The [edTPA portfolio](#) must be completed and assessed before application for teaching licensure may be processed. Guidance in the compilation of the edTPA portfolio is provided through *ERM 405*, *THR 482* and *THR 497*, as well through meetings (both group and individual) with the Theatre Education Program Coordinator and [Office of Student Success \(Licensure\)](#).

[Registration fees for edTPA](#) currently stand at \$300, which are charged to spring semester student accounts during the THR 497 Student Teaching semester. That charge is then transmitted to student teachers as an edTPA Voucher, through the UNCG edTPA coordinator [Dr. Megan Martin](#). Dr. Martin can answer questions regarding registration and submission of this portfolio.

The current [minimum score for passing edTPA](#) is 38 for Theatre Arts (K-12), and students can receive immediate Highly Qualified (HQ) status to their licensure for earning a score of 48.

## PROGRAM REQUIREMENT: STUDENT TEACHING

**\*\*\*ONLY SPRING OF FINAL YEAR\*\*\***

### Student Teaching Process

*All UNCG Theatre Education students must conduct their student teaching during their final spring semester.* No placements are made for fall semester, therefore any outstanding coursework must be completed during the THR 482 Methods semester, in the fall semester prior to student teaching. Appropriate placements are assigned during the fall semester immediately prior to student teaching. Student teaching recommendations are made by the Theatre Education Program Coordinator, with the specific strengths and needs of each student teaching candidate in mind. All placements must be made within no more than a forty-five minutes' drive from the UNCG campus unless special arrangements have been made in advance. Most commutes are around 15-20 minutes.

Finding suitable placements for student teachers can be difficult. Until officially notified by the Theatre Education Program Coordinator that a placement has been confirmed, students should not contact the school or On-Site Supervising Teacher Educator (OSTE), even if the first day of the student teaching semester has arrived.

**Students are not allowed to hold part-time jobs during student teaching.** Student teaching is a full-time job, trading service for abundant, hands-on clinical experience, which is of utmost value in the hiring process for principals. Therefore, students should arrange to



work during preceding summers in order to financially prepare for student teaching, saving money in anticipation of the financial needs that will have to be met during the student teaching semester. Occasionally, excellence over multiple initial months will allow a student teacher to work during some weekends, after having obtained special permission, in advance, from the Theatre Education Program Coordinator. If any interference with the student teacher's performance results, they must resign the weekend job immediately.

Student teaching is the capstone experience and culmination of the Theatre Education program of study. By this point, students have acquired substantial pedagogy, teaching practice, and a rich library of theatre knowledge and techniques, and they are ready to apply it in a K-12 Theatre Arts classroom. But in truth, preparation for student teaching begins on "day one" of freshman year. Theatre Education students save materials from all theatre and education courses and organize them as classroom teaching resources. Lesson plans and other resources accumulated in *THR 482 Teaching Methods in Theatre Arts* lay a strong foundation for the student teaching semester. Student teachers are assigned to one K-12 school for a full spring semester; however, UNCG Theatre faculty, the UNCG Jackson Library, and the Teaching Resource Center are always available as resources for student teachers throughout their experience.

#### Site Placements for Student Teachers

Placements for student teaching are not determined until around the middle of the fall semester, prior to the student teaching semester in the spring. Placement is determined after candidates have been clinically observed teaching in K-12 schools during *THR 482 Teaching Methods in Theatre Arts*. The Theatre Education Program Coordinator, who teaches this methods class, determines individual placements based on the observed strengths, areas for continued improvement, and other relevant criteria. A strong effort is made to place students in the most effective, appropriate teaching situation possible. The teaching practice, pedagogy, skills, and dispositions of the cooperating teachers are also factors in making the placement decisions. It is imperative that Theatre Education students are assigned to the best teaching situation possible, based on the limited resources that are available.

Students may receive notification of the student teaching placement by email from the SoE Office of Student Success. However, the Theatre Education Program Coordinator works directly with the School of Education to secure student teaching placements. All questions and concerns regarding placements should be directed to the Theatre Education Program Coordinator. Students SHOULD NOT contact schools directly themselves, even after they have received official notification of their placement from the Office of Student Services. Contact with the school and OSTE must be initiated by the Theatre Education Program Coordinator.

When registering for the student teaching semester, students should sign up for *THR 497 (Student Teaching in Theatre Arts)*, a twelve-semester hour credit course).  
NO OTHER COURSES MAY BE TAKEN DURING STUDENT TEACHING.

### On-Site Supervising Teacher Educator (or OSTE)

During student teaching, this cooperating teacher serves as an instructor, a guide, and a mentor to the student teacher. The lines of communication between the student teacher and the OSTE must be open and active. It is also important that the OSTE and the UNCG supervisor are in direct communication throughout the semester. The student teacher should feel comfortable asking questions and advice from both the OSTE and UNCG supervisor. Student teaching is a course; therefore, even as the student teachers are teaching, they are also learning (which includes its own preparation, documentation, and reflective writing).

### UNCG Supervising Teacher

[may also be called an Institute of Higher Education (IHE) Supervisor]

Usually, all supervision of student teachers is done by the Theatre Education Program Coordinator. However, in the event of "long distance" placements (an hour or more drive from UNCG) or of a large student teaching class (5 or more), there is a possibility that a second supervising teacher may assist in supervision. Supervision would be carried out in close cooperation with the Theatre Education Program Coordinator.

The UNCG Supervising Teacher and Office of Student Success are the student teacher's links to the University. The supervising teacher provides guidance, helping student teachers apply-and-contextualize what they learned in classes at the University.

### Student Teaching Journal

Student teachers must keep a journal, beginning from the installation meeting between the student teacher, OSTE, and UNCG supervising teacher. This installation usually during the first seven days of the spring semester. They write about their observations within the school site, including the facilities, administration, faculty, other school staff, and the students. Students should gather official demographics, statistics, and further research the immediate community in which the school resides, as those details will inform the edTPA Context for Learning (CFL). Students are encouraged to find time with the principal and assistant principals, to interview them about school rules, the school population, school community, etc. Student teachers should use the journal to process through ideas and assess their teaching; they may also reflect upon emotional reactions they may experience during the student teaching experience.

### Recursive Model Of Student Teaching

Student teaching for Theatre Education has transitioned from a previously four-phase linear model to a much more recursive model that is intended to maximize support for both student teacher and the On-site Supervising Teacher Educator. Throughout all stages, OSTEs and pre-service teachers should give attention to classroom management, integration of technology, differentiation of instruction, accommodation for students with special needs and English Language Learners, formative and summative assessment, and 21st century knowledge and skills. The stages that pre-service teachers encounter when following this model are as follows:

Introduction - There will be an introductory meeting with your OSTE and UNCG Supervisor in which all of us discuss plans, requirements, and expectations for your student teaching semester. You will review the inventory of strengths and challenges you bring to the experience (using an updated version of the list you created during Methods), and you will share the foundation for your teaching portfolio. You may also meet with principals and other faculty or staff members. *If you don't have the opportunity to meet with them during this introductory meeting, be sure to introduce yourself during the first week you are in school.* Begin to form relationships with the people in your working environment.

Observation (Stage 0) – You need to become familiar with the students, the subject area, the OSTE's philosophy and objectives, and the general school organization. During observation, you should work actively with the OSTE in developing observational and monitoring routines as well as discussing goal-setting, instructional planning, assessment strategies, and classroom management. Collaboration between you and the OSTE is essential in order to familiarize you with the clinical teaching situation. Weeks 1-2 (January), Week 16.

Co-Planning and Co-Teaching with OSTE as Lead (Stage 1) – Through collaborative planning in which the OSTE takes the lead in determining the lesson goals, objectives, activities, anticipated outcomes, and assessment measures, you should work actively with the OSTE to determine how lessons will be delivered and your role in this lesson delivery. Strategies for co-teaching may include the OSTE delivering whole group instruction while you support individuals throughout the room or conducts a focused observation of the students; team teaching in which the teachers jointly provide instruction; parallel teaching in which each teacher teaches the same lesson to one half of the class; or guided small-group instruction. Weeks 2-3 (late January), Week 15.

Planning/Teaching for One-on-One/Small Group (Stage 2) – Initial teaching responsibility should be delegated to student teacher when she/he becomes reasonably well acquainted with the students in the class and the learning environment. It is important that you be as successful as possible during these “phase-in” and “phase out” weeks. During this period you should be working actively with the OSTE in developing skills in goal-setting, instructional planning, assessment, and classroom management. As you gain ability and confidence, the extent of your participation in actual teaching should increase according to your ability and may progress from one-on-one work with students to providing small-group instruction. Again, collaboration between you and the OSTE is essential for a successful clinical teaching experience. Weeks 3-4 (early February), Weeks 14-15.

Planning/Teaching for Lesson Segments to the Whole Group (Stage 3) – With the support of the OSTE, you should be further integrated into the whole-class instruction by involving yourself in the planning and instruction of certain segments of the lesson. While the OSTE maintains primary responsibility for instruction, you may perform pre-identified duties in regards to lesson planning and instructional delivery to the whole group. Weeks 4-6 (February), Weeks 13-14. Informal lesson procedures should be uploaded to the OneDrive for all of stage 3.

Co-Planning and Co-Teaching with Pre-Service Teacher as Lead (Stage 4) – Through collaborative planning, you take the lead in determining the lesson goals, objectives, activities, anticipated outcomes, and assessment measures, you should work actively with

the OSTE to determine how lessons will be delivered and the OSTE's role in this lesson delivery. Strategies for co-teaching may include you delivering whole group instruction while the OSTE supports individuals throughout the room or conducts a focused observation of the students, team teaching in which the teachers jointly provide instruction, parallel teaching in which each teacher teaches the same lesson to one half of the class, or guided small-group instruction. Weeks 6-7 (February), Week 13 (April)  
 Informal lesson procedures should continue to be uploaded for all classes, and full formal lesson plans should be uploaded for your chosen EdTPA target class.

Independent Planning and Delivery of Whole Units (Stage 5) – *You perform all of the activities of a full time teacher (although the legal authority for student learning, behavior and safety remains with the OSTE).* The student teacher performs all duties related to teaching, including planning and instruction, managing teaching and learning materials, constructing and administering tests, evaluating student activities and products, reporting, implementation of classroom management, and other teaching-related activities. This may include working as the lead teacher or as a co-teacher with the OSTE. This is the culmination of the student teacher's progress through the teacher education curriculum and provides the opportunity for the student teacher to demonstrate her/his professional competence. (An easy way to think of Stage 5 is all periods at Stage 4). At UNCG, the expectation is that all student teachers will assume full planning and teaching responsibility for at least one full unit of instruction. Weeks 7-12 (March)

Stage/ Phase	ST Observing	ST Assisting	ST Planning	ST Leading	OSTE Leading	OSTE Planning	OSTE Assisting	OSTE Observing
O	X				X	X	X	
1		X			X	X		
2				X	X	X		
3			X	X	X			
4			X	X			X	
5		X	X	X				X

### Clinical Observations

A minimum of five observations will occur during student teaching. Additional observations may occur according to the individual needs of the student teacher and their student teaching situation.

OSTEs will continually observe their student teachers throughout the semester. They will complete a midterm evaluation in which strengths and areas for continued improvement are listed. The OSTEs will share their lists and comments with their student teachers regularly. This evaluation will be the basis for the Certificate of Teaching Capacity, which will be a credentialing component of the student teacher's graduation.

Throughout the observations, the UNCG Supervising Teacher will complete three formal [Teacher Candidate Evaluations \(TCE\)](#) and [Candidate Disposition Assessment Profiles \(CDAP\)](#), spaced out over the course of student teaching to track growth through the [Sonia system](#). The supervising teacher will consult with the cooperating teacher for all *TCE/CDAP* ratings, and student teachers will have the opportunity to ask questions and improve ratings until the summative assessment in April, where the OSTE will

complete their own separate TCE/CDAP assessments for credentialing. All reports are uploaded to Sonia, and students must have all *Proficient* ratings for the TCE and all *Meets Licensure Expectations* for the CDAP in order to be recommended for a state teaching license.

### *Seminar Meetings*

Student teachers will meet with the UNCG Supervising Teacher every two to three weeks for a two-and-a-half-hour seminar session held at an assigned UNCG conference room. These meetings are a necessary and mandatory part of Student Teaching. The information, reflective practice, networking, and support gained through these seminar sessions are integral to the student teaching experience. Student teaching often causes students to feel somewhat isolated, compared to previous work within traditional UNCG classes, so these sessions are helpful in alleviating the natural anxiety student teachers may sometimes experience. All student teachers must attend these meetings. In the rare case of long-distance placements, meetings may occur via video conferencing.

### UNCG Policies for Student Teachers

*\*Full policies can be found in the [Teacher Education Handbook](#). Some of that information includes:*

#### *TRANSPORTATION*

Student teachers are responsible for providing their own transportation to-and-from their assigned schools.

#### *EXPENSES*

A student teaching fee will be added to tuition for the final semester, when registering for THR 497. Students are individually responsible for expenses incurred in the student teaching phase of the teacher education program. Expenses which should be anticipated are:

1. Daily travel.
2. Subsistence while living away from the university campus.

#### *REIMBURSEMENT OF CAMPUS HOUSING FEE RESULTING FROM ASSIGNMENT OUTSIDE THE GREATER GREENSBORO AREA*

Student teachers under the block placement system may arrange for off-campus housing during their student teaching assignments. Provided they give ample notice, students who move out of their rooms in campus housing are entitled to a pro-rated refund for room and board based on the remaining weeks in the semester at the time the dormitory is vacated and a meal card is surrendered provided that:

1. The student teacher will express their intention of choosing this alternative prior to leaving campus.

2. The student teacher check with [Housing and Residence Life](#) to follow the proper procedures for obtaining a refund for housing.

### *HONOR POLICY*

Students with off-campus assignments are still subject to the University Honor Policy.

### *ILLNESS AND OTHER EMERGENCIES*

During the initial interview with the principal and OSTE, the student teacher should learn the policy for notification preferred by that particular school or school system. Following the policy, the student teacher should notify the OSTE AND THE UNIVERSITY SUPERVISOR as soon as possible regarding illness or other emergencies. The UNCG supervising teacher should be notified both by email and by telephone AFTER the OSTE has been contacted.

### *ATTENDANCE AND EXTENDED ABSENCE*

Absence from the student teaching assignment is permitted only in cases of serious illness or emergency. Absences exceeding five days must be made up before the student can be given credit for the course. Student teachers are not expected to make up days when the days are missed due to school closing because of inclement weather or other emergency situations if such makeup days would require extending student teaching beyond the last day of the University's examination period for the semester.

### *WITHDRAWAL FROM STUDENT TEACHING*

When circumstances are such that withdrawal from a student teaching assignment is necessary, whether because of illness or upon the written request of the principal or the university supervisor, university policy and procedures regarding withdrawal from a course shall be applicable. A request for withdrawal must be approved by the [Director of Student Success in Teacher Education](#).

### *EXTRA ACTIVITIES FOR THE STUDENT TEACHER DURING STUDENT TEACHING*

Student teaching is a full-time commitment; hence, Teacher Education strongly recommends that students should have no other major obligation during this period. Students may be required to withdraw from student teaching if the supervising teacher determines their performance is being affected by outside activities.

### *AFFIRMATIVE ACTION STATEMENT*

The University of North Carolina - Greensboro does not discriminate on the basis of race, sex, creed, or national origin.

### *LENGTH OF STUDENT TEACHING EXPERIENCE*

The student teaching experience varies in length from 13 weeks to 16 weeks, depending upon the student teaching situation and on the individual needs of the student teacher. Theatre Education majors are usually required to complete 15 weeks of student teaching, adding to their 100 hours of field experience from prior years at UNCG. Students

should ideally experience 8 weeks of full control within the complete teaching load of their OSTE's classes.

*The general pattern is that student teaching assignments for each semester are scheduled to begin not earlier than the University calendar date when "Instruction Begins," and end not later than the last day of "Final Examinations," as shown on the University calendar. Provision is made, however, for experimental or innovative programs which require a different time schedule.*

### **STUDENT TEACHING AND SUBSTITUTE TEACHING**

All requests for student teachers should be made by the Theatre Education Program Coordinator to the Director of Student Services. Approval to substitute teach is granted in alignment with the following guidelines:

The candidate must have completed the substitute teaching application process required by the schools and school district and must have the approval of the university supervisor.

- For short term substitute teaching (1-3 days):
  1. The candidate may email or otherwise contact his/her university supervisor for approval. The supervisor will inform the Director of Student Services.
  2. The candidate may substitute only for his/her cooperating teacher.
- For long term substitute teaching (more than 3 days)
  1. The candidate must obtain a letter of approval signed by the principal, cooperating teacher and university supervisor and forward this letter to the School of Education Office of Student Services;
  2. The candidate must successfully complete any training and paperwork that is required by the school district for substitute teachers;
  3. The candidate must obtain written guarantees of continued university and on-site supervision in the substitute teaching position with a minimum of five observations;
  4. The university supervisor must forward all letters of approval, support and guarantees regarding supervision to the Director of Student Services for final approval;
  5. The candidate must remain enrolled in the student teaching course;
  6. The candidate must successfully complete all licensure program requirements, including the teaching portfolio; and
  7. At the end of the student teaching course, all evaluations and forms that are required for candidates must be completed and submitted to the Teachers Academy.
- Candidates are discouraged from substitute teaching that would interfere with the quality of their student teaching experience or other university responsibilities.

## GRADING FOR THR 497

Unless notified in writing from the Theatre Education Program Coordinator (or designee), grades of "C" or higher in student teaching will be accepted as meeting requirements for initial teaching licensure. If all other departmental and licensure requirements are completed, the School of Education will recommend the student-in-question for initial teaching licensure.

The rationale for accepting a "C" grade is based on the definition of C found in the UNCG Undergraduate Bulletin: C = Average. "C" indicates the acceptable standard for graduation from UNCG. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention.

Such acceptable standards should include the following factors:

1. Familiarity with the content of the course
2. Familiarity with the methods of study of the course
3. Full participation in the class
4. Ability to write about the subject in intelligible English.

### **Grading Criteria for THR 497 based upon the Teacher Candidate Evaluation (TCE) and Dispositional areas (CDAP)**

Lesson Planning and Seminar Meetings	150 pts
Standard 1: Leadership(with ethical behavior, responsibility, collaboration, personal/professional conduct)	50 pts
Standard 2: Respectful Environment for a Diverse Population of Students (with inclusiveness, differentiated instruction, professional conduct)	50 pts
Standard 3: Theatre Content (with self-efficacy, includes Praxis II)	50 pts
Standard 4: Facilitation of Learning (with engagement/commitment, includes student use of technology)	50 pts
Standard 5: Reflective Practice (with receptiveness to feedback, includes student teaching journal)	50 pts
E-Portfolio completed and submitted via Pearson, with final evidences archived in OneDrive (Includes both EdTPA and TCE/CDAP Clinical Assessments)	250 pts

### GRADE SCALE

A = 650 – 600 B = 599 – 539 C = 538 – 468 D = 467 – 487 F = 486 – 0



## APPLICATION FOR LICENSURE

In early April of the Student Teaching semester, after receiving passing edTPA scores, students should apply for [North Carolina Initial Professional Licensure\(IPL\) for Teaching](#). There is a \$70 fee associated with the application, which requires an official copy of your UNCG transcript. Make sure to read the fine print, as processing time can vary based on the information you provide to the NC Department of Public Instruction.

## JOB PLACEMENT

While job recruitment strategies will be in full effect during Methods and Student Teaching, students should contact the [Office of Career Services](#) for resources toward applying for teaching jobs during their final semesters. Within their website are a great many announcements on job fairs, résumés, interviews, etc.

## ADDITIONAL CREDENTIALING COSTS ASSOCIATED WITH PURSUING THE BFA CONCENTRATION IN THEATRE EDUCATION (WITH K-12 LICENSURE):

### Professional Liability Insurance \$56 (\$14 annually over 4 years)

Acquired through the Office of Institutional Risk Management, UNCG has procured a University Student Intern Liability Policy ("Insurance Policy") which is intended to protect students, while in performance of course activity, from liability claims for actions or alleged actions from third parties that arise during the course of the course-required Internships or Practicum.

### Criminal Background Check \$23.50

[one time out-of-pocket through Background Investigation Bureau (BIB)]

Must be completed prior to a student visiting any classroom/agency.

Students pay this fee out-of-pocket.

### Praxis Core \$150 for comprehensive (or \$90 for individual 3 tests)

[out-of-pocket through Educational Testing Service (ETS) Praxis® Core Academic Skills for Educators (Core) tests measure academic skills in reading, writing and mathematics.] These tests were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

Students pay this fee out-of-pocket, unless their SAT/ACT scores exempt them (see previous Praxis Core section in this handbook)

### NCTAE dues \$20

The leading teacher organization cuts UNCG Theatre Education a great deal by waiving the \$50 registration fee for their annual Fall Sharing Event (which the THR 482 Methods class attends every year). All they ask is that student teachers pay the annual dues to attend the full event. Students pay this fee out-of-pocket.

### Student Teaching Fee \$250

Billed to a student teacher's account during their student semester, this fee covers the overhead of costs associated with public school partners. The State of NC used to underwrite this fee, prior to 2012. Now the students absorb it as part of their investment. There are currently no plans to return to the fee to the State, until citizens leverage the state legislators to do so.

### EdTPA \$300

“edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. “

Billed to their account during student teaching, and redistributed as a voucher code, all UNCG education majors are required to submit an edTPA portfolio to qualify for program completion and state teaching licensure.

### (optional) Praxis II: Theatre Arts Specialty Area Exam \$120

Individuals entering the teaching profession take the Praxis Subject Assessments tests as part of the teacher licensing and certification process required by many states. Some professional associations and organizations require Praxis Subject Assessments as a criterion for professional licensing decisions.

All Theatre Education majors are required to score a minimum of 162 points to be recommended for licensure.

Students pay this fee out-of-pocket.

It should be noted that all of these fees do not include travel costs for students to earn their required 100 hours of field experience within the public school system, often working at schools located as far as thirty miles away. It also does not include the \$70 non-refundable processing fee that NCDPI charges to process their application for teaching licensure, or the \$14.50 charge for securing their official UNCG transcript (which is required for applying for licensure).



UNC  
**GREENSBORO**  
School of Theatre

## TECHNICAL STANDARDS UNCG School of Theatre

**Students admitted to School of Theatre programs can be expected to complete course requirements, which necessitate the physical and mental abilities listed below. Any student who thinks they are unable to fulfill course requirements or does not possess one or more of the following skills is encouraged to consult with their instructor(s), advisor, School Director, and The Office of Accessibility Resource Services concerning any flexibility in program requirements and possible accommodation through technical aids and/or personal assistance.**

### **Coursework**

*Presentation are essential components of theatre courses. As such, the following standards apply.*

1. Communicate effectively and organize concepts, information, and ideas to prepare and deliver oral presentations
2. Analyze and demonstrate acceptable voice, articulation, and diction patterns
3. Prepare, deliver, participate in, and analyze plays and other theatrical concepts
4. Communicate effectively and organize thoughts in written documents that are correct in grammar, style and mechanics
5. Assimilate material communicated through lectures, readings, discussions, and performances
6. Attend and be consistently physically present particularly in participatory classes

### **Production-based work**

*Productions are also coursework as they serve as the laboratory component of the curriculum.*

1. Apply functional principles and methods of play productions as a performer and/or technician
2. Memorize extensive amounts of material for rehearsal and performance activities
3. Collaborate effectively with other members of the team
4. Use tools and materials safely in the construction of theatrical scenery, costumes, props, lighting, sound, projection, and other design areas.
5. Participate in extended rehearsals, performance activities, build, strike, and other related activities.

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The Office of Theatre Education maintains an up-to-date version of this handbook on Canvas, for enrolled students. This print version will not be updated as frequently as the Canvas version, so some information may have changed since the last printing. Please contact the Theatre Education Program Coordinator if you have any questions regarding the content of this handbook.