

RUBRIC FOR B.F.A. THEATRE EDUCATION (K-12 CERTIFICATION) PROGRAM

(See explanatory footnotes on following page)

	EXEMPLARY	STRONG	ACCEPTABLE	MARGINAL	POOR
PEDAGOGY <i>Certification Students Only</i>	Consistently designs exceptionally strong ¹ theatre / drama sessions designs. Regularly and skillfully facilitates sessions with K-12 students. Demonstrates strong commitment to reflexive praxis.	Consistently designs effective theatre / drama session designs. Skillfully facilitates sessions with K-12 students. Demonstrates strong commitment to reflexive praxis.	Exhibits strong intellectual curiosity, a sincere interest in a career in theatre education, an aptitude for facilitation, and the ability to work effectively with diverse groups of people.	Does not currently demonstrate one or more of the requirements detailed in the "acceptable" column, but has prepared a written plan for meeting those criteria.	Does not currently demonstrate one or more of the requirements detailed in the "acceptable" column, and does not express a sincere desire to address these deficiencies.
ARTISTRY	Envisions, creates, or significantly contributes to the creation of truly Exceptional ² artistic projects at least 3 times a year.	Envisions, creates, or significantly contributes to the creation of high-quality artistic projects at least 2 times a year.	Makes meaningful contributions to the creation of high-quality artistic projects at least twice a year.	Makes meaningful contributions to the creation of high-quality artistic projects at least once a year.	Rarely or never makes meaningful contributions to the creation of high-quality artistic projects.
ACADEMICS & SCHOLARSHIP	Meets departmental academic requirements AND designs and conducts original, high-quality research / scholarly projects. OR GPA of 3.9+ and grade of A- or above in all required theatre / education courses.	Meets departmental academic requirements AND makes meaningful contributions to high-quality research / scholarly projects; OR GPA of 3.5+ and grade of A- or above in all required theatre / education courses.	GPA of 2.75+ AND grade of B or above in all required theatre / education courses. (This is the minimum departmental requirement for all theatre majors).	Fails to meet departmental academic requirements, but is actively working with faculty & advisors to rectify the situation.	Fails to meet departmental academic requirements, and is not actively working with faculty & advisors to rectify the situation.
LEADERSHIP & SERVICE	Frequently assumes & excels in formal leadership roles ³ , leads in informal ⁴ settings, and performs service for the program, university, community, or field.	Sometimes assumes formal leadership roles. Often leads in informal settings and performs service for the program, university, community, or field.	Actively seeks formal leadership roles. Often leads in informal settings and performs service for the program, university, community, or field.	Infrequently seeks leadership roles. Infrequently performs service for the program, university, community, or field.	Rarely / never seeks leadership roles. Rarely or never performs service for the program, university, community, or field.
PROFESSIONALISM	Consistently exhibits extraordinary respect for others & context-appropriate attitudes, enthusiasm & engagement. Consistently offers helpful / competent feedback & receives criticism with grace. Consistently on time, fully prepared, and dressed appropriately for courses, meetings, rehearsals, etc.	Consistently exhibits respect for others and context-appropriate attitudes, enthusiasm, and engagement. Frequently offers helpful / competent feedback & receives criticism with grace. Consistently on time, fully prepared, and dressed appropriately for courses, meetings, rehearsals, etc.	Usually exhibits respect for others and context-appropriate attitudes, enthusiasm, and engagement. Generally offers helpful / competent feedback & receives criticism with grace. Usually on time, fully prepared, and dressed appropriately for courses, meetings, rehearsals, etc.	Sometimes disrespectful to others or fails to exhibit context-appropriate behavior. Sometimes fails to offer helpful / competent feedback or receive criticism with grace. Infrequently on time, fully prepared, and/or dressed appropriately for courses, meetings, rehearsals, etc.	Often disrespectful to others and/or fails to exhibit context-appropriate behavior. Rarely or never offers helpful / competent feedback to others while receiving criticism with grace. Rarely on time, fully prepared, and/or dressed appropriately for courses, meetings, rehearsals, etc.

FOOTNOTES TO B.F.A. THEATRE EDUCATION (K-12 CERTIFICATION) RUBRIC

1. Teaching skills are assessed by considering the quality of student-devised session designs (which should include clear, relevant learning objectives; appropriate, effective assessment methods; and comprehensive, engaging learning plans); students' teaching & facilitation (as demonstrated through classroom exercises and field experiences); and students' ability to engage in self-reflective assessment leading to continuous improvement. Students' teaching is assessed by university faculty, in-service teachers, fellow students, and through self-assessment.
2. The quality of artistic projects is assessed in part by review from experts (faculty or other highly qualified theatre professionals), qualified media, and peers.
3. Formal leadership roles include but are not limited to: elected offices with student, community, or regional/national organizations as well as USU Teaching or Research Fellowships. Directing productions; leading applied theatre and/or arts education projects in the university or community, or successfully devising and leading ArtsBridge, URCO, or similar projects may also be considered formal leadership.
4. Leadership in informal settings might include organization of theatre education student activities, projects, or trips; coordinating communication among students; modeling leadership in classroom & laboratory situations, and similar activities.