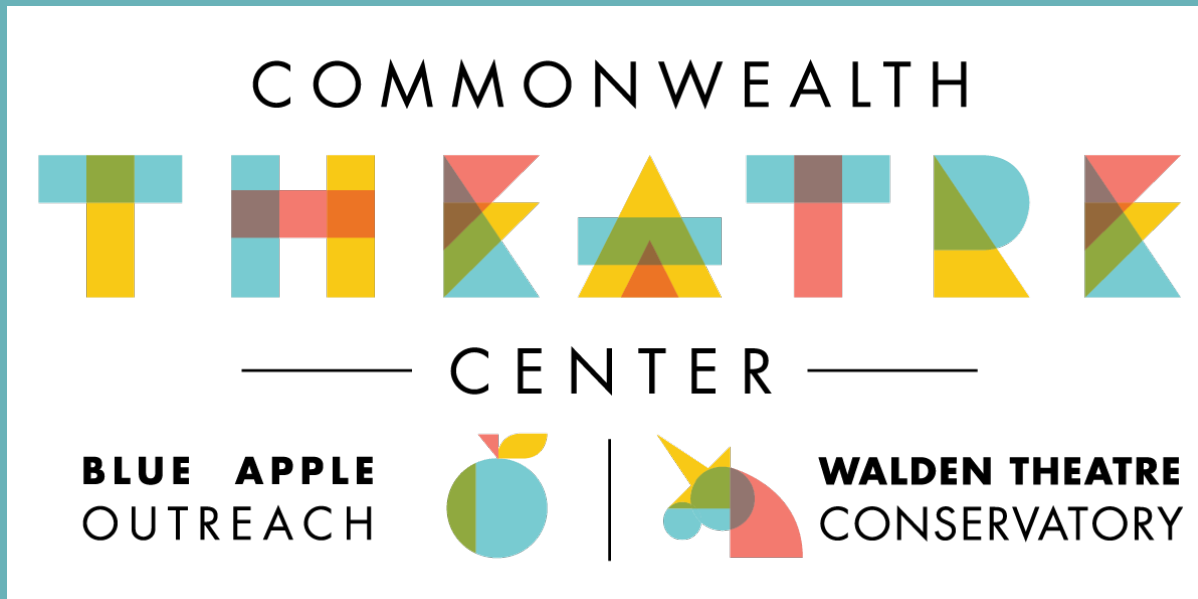




Assessing 21st Century Skills

A model for theatre
education & beyond



Alison Huff, Managing Director
Julane HavenşAssoc. Artistic Director (fmr.)

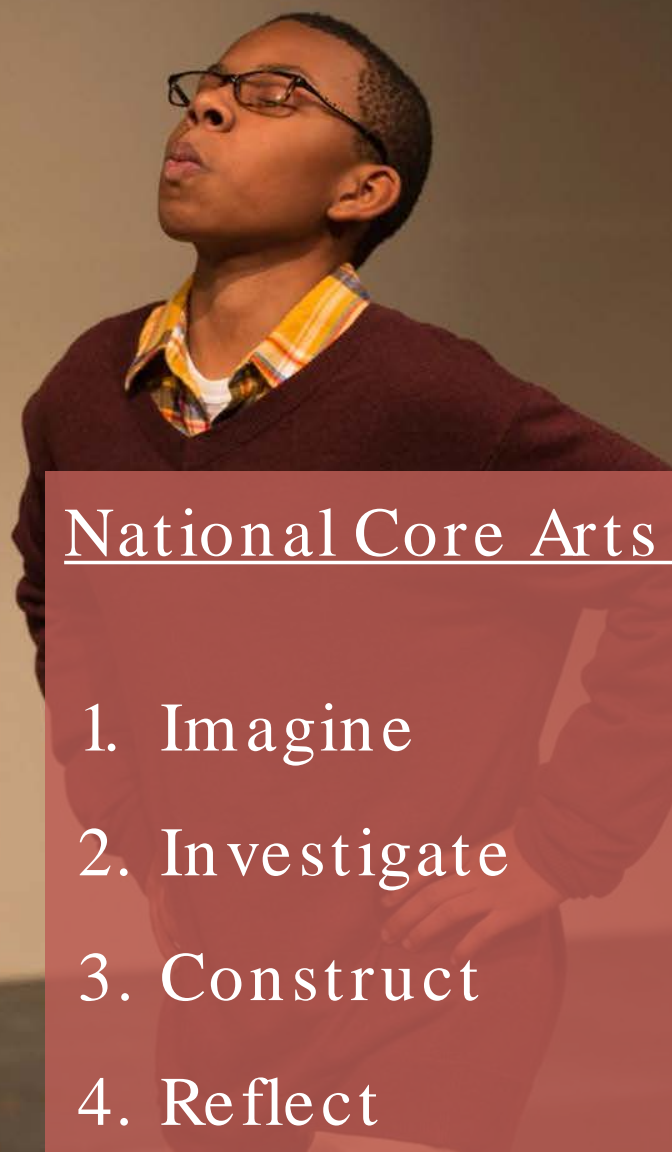
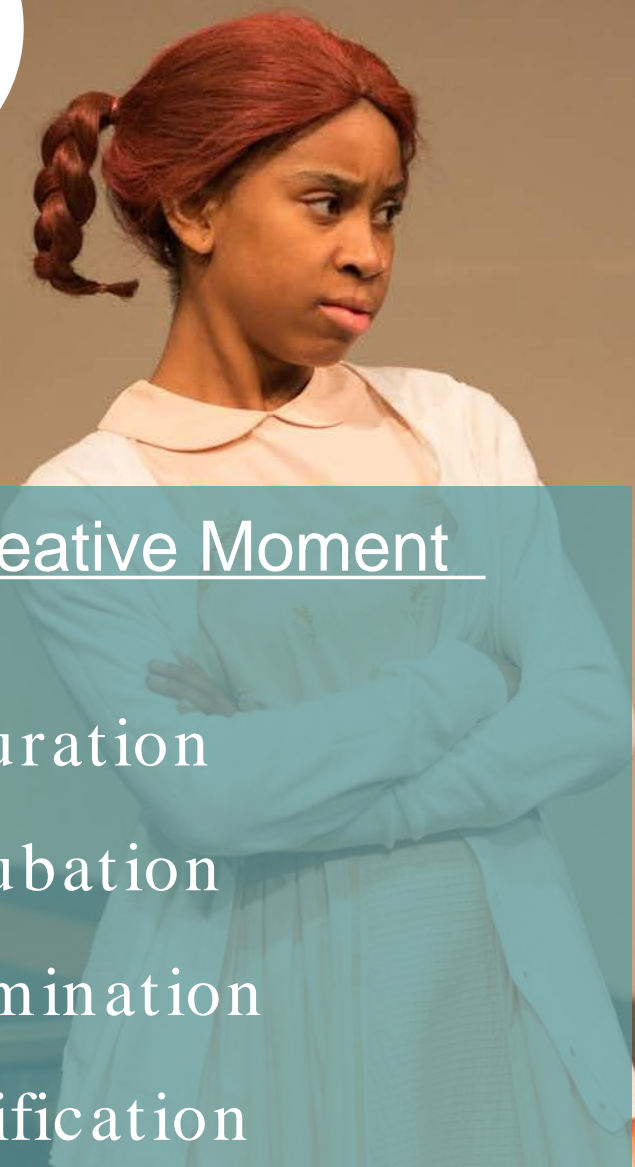




“...If we can move through the fear and enter the abyss, we are rewarded greatly.

We rediscover we're creative.”

- Margaret Wheatley



The Creative Moment

1. Saturation
2. Incubation
3. Illumination
4. Verification

National Core Arts Stds.

1. Imagine
2. Investigate
3. Construct
4. Reflect



(INFORMAL) ASSESSMENT



VERIFICATION





WALDEN THEATRE
CONSERVATORY



- Ages 5- 18
- 250 enrolled per semester
- Extracurricular
- Broad reach
 - 56 zip codes
 - 142 schools
- Deep experience(13+ yrs)
- Elite college placement
- Affordable & accessible
 - *No audition!*



BEGINNING: Imagination



BEGINNING: Improv



INTERMEDIATE: Studio



INTERMEDIATE: Apprentice



INTERMEDIATE: Playmaking 1



ADVANCED: Performance

Playmaking 2

Stagecraft



- Ages 5- 18
- 250 enrolled per semester
- Extracurricular
- Broad reach
 - 56 zip codes
 - 142 schools
- Deep experience(13+ yrs)
- Elite college placement
- Affordable & accessible
 - *No audition!*



WALDEN THEATRE

END OF SEMESTER STUDENT EVALUATION

Student Name: _____

Class Level: _____

1 – Poor 2 – Needs improvement 3 – Average 4 – Good 5 – Excellent

1. Respects and plays well with others	1	2	3	4	5
2. Ability to listen to and take directions	1	2	3	4	5
3. Meets project/ production deadlines (i.e. memorization of lines)	1	2	3	4	5
4. Motivation to improve skills	1	2	3	4	5
5. Emotional maturity	1	2	3	4	5
6. Punctuality	1	2	3	4	5

Instructor Observations: _____

Assessment Form: DRAFT 1

- OR -

“Learn What Doesn’t Work”

(...and then revise!)



TIME + TEAMWORK



COMMONWEALTH THEATRE CENTER



☆ IDENTIFY PROGRAM MISSION:

Nurturing artistically - minded youth with professional theatre training and performance opportunities, and promoting a spirit of lifelong learning in the performing arts.



☆ IDENTIFY PROGRAM GOALS, including:

Teaching young people skills & knowledge that develop both their artistic abilities & artistic literacy, as well as instilling in our students & families the importance of sustained involvement in the arts.



What did we want to learn?

1. Are students learning the skills & knowledge they need to develop artistic abilities & artistic literacy in our classes & rehearsals?
1. What are the long-term benefits of participating in the Walden Theatre Conservatory?



STANDARDS

describe WHAT to teach,
not HOW to teach it.



Cornerstone Assessment Tasks:

1. Are curriculum embedded (not externally imposed)
1. Recur over the grades / class levels, becoming increasingly sophisticated over time
1. Establish authentic contexts for performance
1. Assess understanding and transfer via genuine performance
1. Integrate 21st Century Skills with subject area content
1. Evaluate performance with established rubrics
1. Engage students in meaningful learning while encouraging the best teaching
1. Provide context for a student's portfolio so they can graduate with a resume of demonstrated accomplishments



COMMUNICATION

*...6% of U.S. citizens have
taken a theatre class*

PROBLEM-SOLVING

COLLABORATION

CREATIVITY

INITIATIVE

PARTNERSHIP for 21st CENTURY LEARNING



CREATIVITY:

Demonstrating originality & inventiveness at work, and being open & responsive to new & diverse programs.

INNOVATION:

Developing, implementing, and communicating new ideas to others, and acting on creative ideas to make a tangible & useful contribution.



IMAGINATION: *Playing well in an imaginary environment*

IMPROV: *Playing outside of their comfort zone*

STUDIO: *Reacting to text with original & inspired ideas*

APPRENTICE: *Using voice & body to create a character*

PLAYMAKING 1: *Boldly acting on creative ideas*

ADVANCED: *Articulating & assessing their creative process*

CREATIVITY

IMAGINATION CLASS ASSESSMENT RUBRIC

21 st Century Skills	Never or Rarely	Occasionally	Most of the Time	Frequently with Enthusiasm
Communication: Can speak in front of an audience	Student is too shy or embarrassed to speak in front of others, and/ or needs the assistance of an instructor or friend to say their lines/ ideas.	Student will sometimes speak if encouraged to do so by an instructor, and/ or needs reassurance to finish lines/ ideas.	Student speaks in front of others, but needs encouraging when mistakes happen and/ or the audience is larger (showcases).	Student confidently speaks their lines and proudly shares their ideas in front of others, without the assistance of an instructor/ friend.
Collaboration: Is open to new ideas	Student rarely listens to the input of others, and is only content participating in ways that are familiar to or fun for them.	Student listens to others, but does not often consider their ideas when playing/ making a decision.	Student thinks about and tries the ideas of others before rejecting them, but prefers to play their way.	Student is consistently happy to play with others in new and sometimes challenging ways.
Creativity: Plays well in an imaginary environment	Student does not accept the rules or given circumstances of creative play, and/ or has difficulty pretending they are someone or somewhere else.	Student manipulates the rules or given circumstances to better fit their securities or inclinations when playing pretend.	Student says yes to the rules and given circumstances of play, but sometimes limits their artistic expression (due to nerves or other behavior).	Student cleverly uses the rules and given circumstances of creative play as a foundation for exploring the boundaries of their imagination.
Initiative: Can complete a project or activity	Student is unable to finish a project within the time allowed and/ or quits playing before games and activities are over.	Student is capable of finishing projects and activities, but gets preoccupied by details or distracted by others.	Student finishes projects and activities on time, but forgets details and/ or does not put forth their best.	Student uses all available time to finish projects and activities to the best of their ability.
Problem-solving: Uses story structure to connect ideas	Student does not show understanding of story structure (beginning, middle, end, setting, plot, and conflict) when creating and performing a play.	Student can identify the elements of story structure, but needs improvement using those elements when contributing ideas towards a play.	Student uses the elements of story structure to link their character and ideas to the characters and ideas of their classmates.	Student's understanding of story structure enhances the complexity of their character's relationship to other characters as well as their role within a story.

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IMAGINATION

Student Assessment: Fall 2017

Name: [REDACTED]

21 st Century Skills	Never or Rarely	Occasionally	Most of the Time	Frequently with Enthusiasm
Communication: Can speak in front of an audience		✓		
Collaboration: Is open to new ideas			✓	
Creativity: Plays well in an imaginary environment			✓	
Initiative: Can complete a project or activity				✓
Problem-solving: Uses story structure to connect ideas			✓	

Comments: I have seen [REDACTED] grow so much from the first day of class until his Showcase performance. I am so proud of him for the work he's done. We will continue to work on audience awareness (facing out toward the audience) and adding details to our character's story. I can't wait to see/hear the ideas he brings to our Jungle Adventure in the Spring!

Next Semester Class*: Imagination

Instructor Signature: Meg Gaudiel

Artistic Director Signature: [Signature]

**It is the mission of the Walden Theatre Conservatory to promote a spirit of lifelong learning in the performing arts. Each semester we introduce new genres and styles at every class level, ensuring that your student continues to advance their knowledge and skills. It is standard for students to be promoted into a new class level after they have completed 2-4 semesters at their current level, with age, maturity, and experience also factoring into that decision. Please contact Artistic Director Charlie Sexton at (502)-589-0084 if you have any questions regarding your student's class placement.*

A closer look...



IMAGINATION CLASS ASSESSMENT RUBRIC

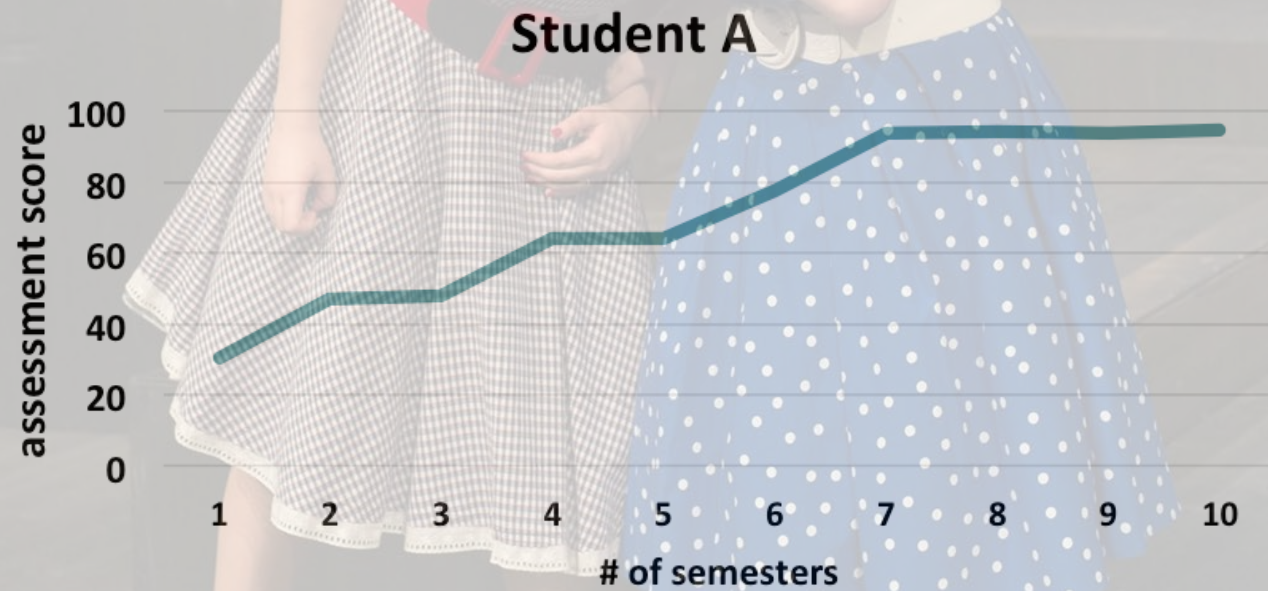
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What does it look like?



“Student A”

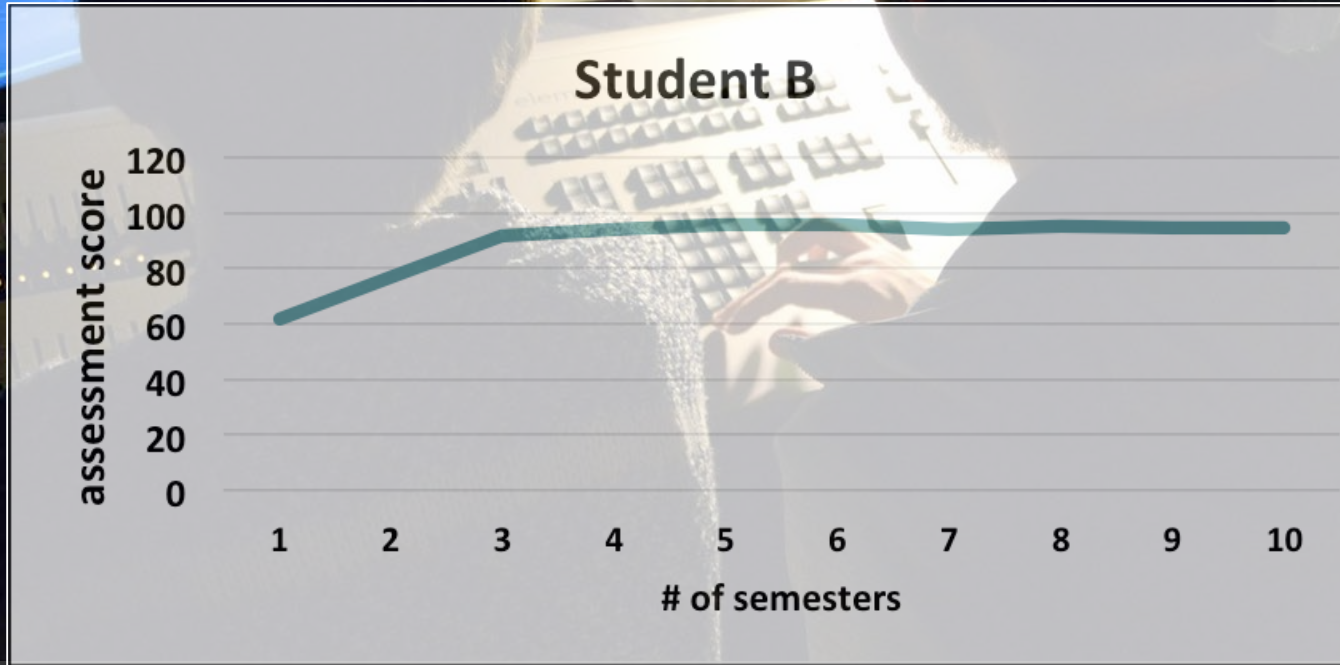


64%
growth

“Student B”



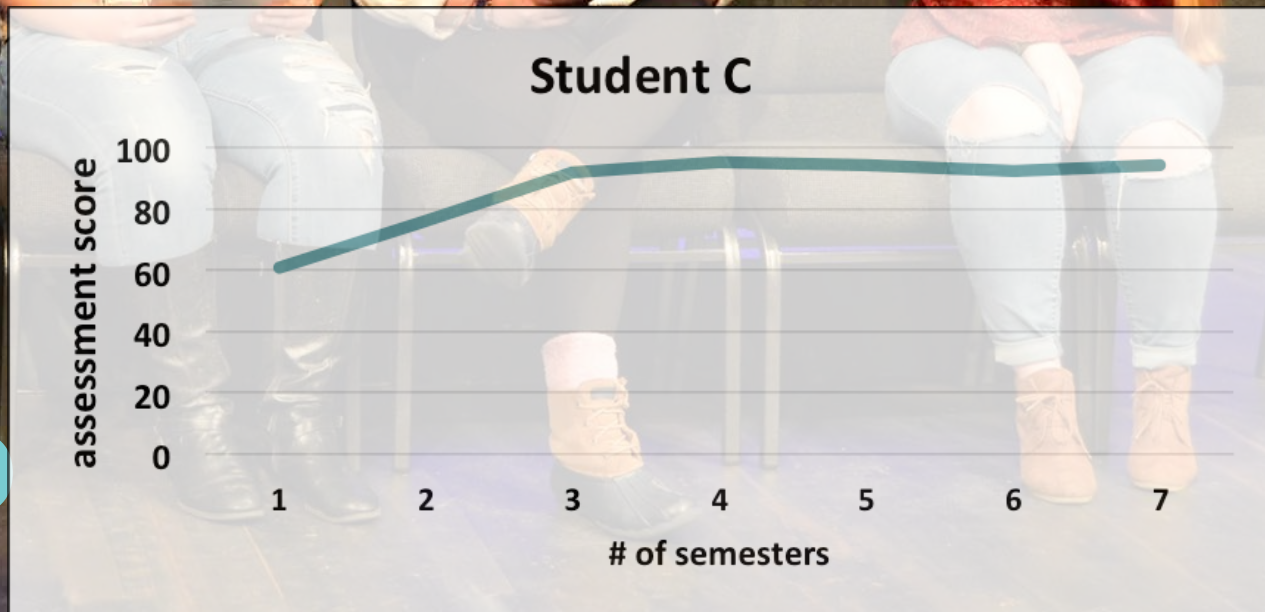
33%
growth





"Student C"

33.6%
growth



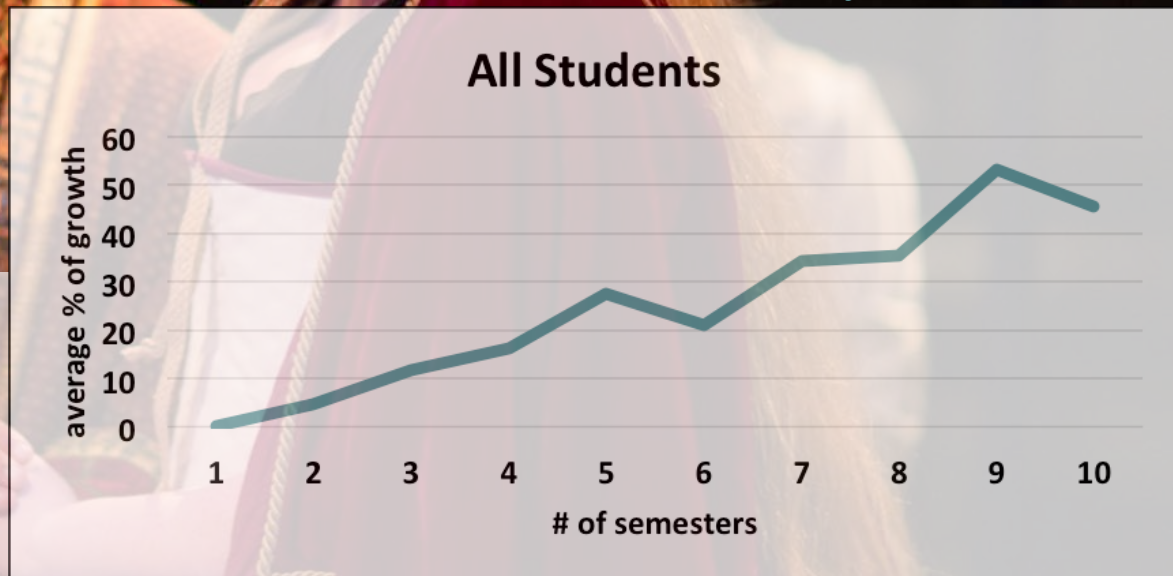


885 students
5 years of data

24.5%
growth

in students attending
4+ semesters

2+ semesters: **15.6%**





WHY do we do theatre?

HOW can we do it better?





Next Steps... QUESTIONS?

