

# Toolkit Document for

- ” Navigate the slides at your own pace. Many slides refer to documents found on the NYSED website. Pausing where applicable to study the referenced documents will provide a richer understanding, familiarize you with where to find information, and enable a more “hands-on” experience.

THINK slides in the presentation are designed to provoke thought and/or conversation. If you are doing a self-guided tour, take a moment to reflect on your own practice and make notes about what you might change about your approach. If you are facilitating a group tour, the THINK slides provide opportunity for interaction, collaborative reflection, brainstorming, planning, and problem-solving. Use them to generate activities that extend understanding and provide application of key ideas found within

Responding: THINK (or discuss in a small group)

- ý How can you help students place themselves in the position of viewers with a broad range of cultural and experiential backgrounds to become more aware of the various ways their performance might be interpreted?

Connecting: THINK (or discuss in a small group)

- ý How can students leverage theater as a tool for social change?
- ” How do you currently use research to enhance students’ theatrical experiences?
- ý How can you expand opportunities for research? How can you empower your students to seek out research opportunities themselves?

## STOP 4: Implementing the Standards

Here are some things to consider as you begin to develop curriculum, instruction, and/or assessments for your classroom, school, or district.

How can new standards transform old curriculum?

How do we transition from using the language of the old standards to articulating curriculum, instruction, and assessments to reflect the new standards? What are the next steps in this transition?

## STOP 5: The Sliding Scale

School Districts vary widely in the resources they can commit to Theater Education. Many schools don’t offer a sequential Theater Education program. In such cases, Theater teachers may need to customize their curriculum to begin where students are and develop a level-appropriate curriculum that moves them forward at a somewhat accelerated pace.

Because Theater Education is not widely implemented in all districts at all levels, a sliding scale has been developed to facilitate, when necessary, the writing of curriculum suitable to the students’ experience and training, rather than grade level. An overview of the sliding scale is provided in the following slides. For a more detailed explanation, see the Arts Standards Implementation Guide pages 32.

THINK (or discuss in a small group)

- ” If your district does not offer Pre-12 sequential Theater courses, where do your students fall on the sliding scale at the beginning of your course? Where would you like them to be at the end of your course?

## STOP 5: Additional Resources

At-a-Glance, Glossaries and Posters

[Z Ww.nysed.gov/standards-instruction/arts](https://www.nysed.gov/standards-instruction/arts)

Interactive Training Webinars

[Z ww.nysed.gov/standards-instruction/arts-overview-webinars](https://www.nysed.gov/standards-instruction/arts-overview-webinars)