Portfolio Guide
Program: Speech and Theatre Education
(Undergraduate)
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<tr>
<th>Quality Indicator</th>
<th>Performance Indicator</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>MoSTEP 1.2.1</strong></td>
<td>1.2.1.1 The preservice teacher knows the discipline applicable to the certification area(s) (as defined by Missouri State Subject Area Competencies) - rule number to be determined; 1.2.1.2 The preservice teacher presents the subject matter in multiple ways; 1.2.1.3 The preservice teacher uses students' prior knowledge; 1.2.1.4 The preservice teacher engages students in the methods of inquiry used in the subject(s); 1.2.1.5 The preservice teacher creates interdisciplinary learning.</td>
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| **MoStep 1.2.2** | 1.2.2.1 The preservice teacher knows and identifies child/adolescent development; 1.2.2.2 The preservice teacher strengthens prior knowledge with new ideas; 1.2.2.3 The preservice teacher encourages student responsibility; 1.2.2.4 The preservice teacher knows theories of learning. |
| The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. |
| **Conceptual Framework** | 3. Learning and Development 6. Professional Skills |

<p>| <strong>MoStep 1.2.3</strong> | 1.2.3.1 The preservice teacher knows and identifies child/adolescent behavior 1.2.3.2 The preservice teacher designs and implements individualized instruction based on prior experience. 1.2.3.3 The preservice teacher knows when and how to access specialized services to meet students' needs 1.2.3.4 The preservice teacher connects instruction to students' prior experiences and family, culture, and |
| The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. |</p>
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<tr>
<td><strong>MoStep 1.2.4</strong></td>
<td>1.2.4.1 The preservice teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem-solving, building new skills from those previously acquired);</td>
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<td>The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</td>
<td>1.2.4.2 The preservice teacher creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;</td>
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<td><strong>Conceptual Framework</strong></td>
<td>1.2.4.3 The preservice teacher evaluates plans relative to long- and short-term goals and adjusts them to meet student needs and to enhance learning.</td>
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<tr>
<td><strong>MoStep 1.2.5</strong></td>
<td>1.2.5.1 The preservice teacher selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;</td>
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<td>The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.</td>
<td>1.2.5.2 The preservice teacher engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities.</td>
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<td><strong>MoStep 1.2.6</strong></td>
<td>1.2.6.1 The preservice teacher knows motivation theories and behavior management strategies and techniques;</td>
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<td>The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>1.2.6.2 The preservice teacher manages time, space, transitions, and activities effectively;</td>
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<tr>
<td>MoStep 1.2.7</td>
<td>1.2.7.1 The preservice teacher models effective verbal/non-verbal communication skills;</td>
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<td>The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>1.2.7.2 The preservice teacher demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;</td>
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<td>Conceptual Framework</td>
<td>1.2.7.3 The preservice teacher supports and expands learner expression in speaking, writing, listening, and other media;</td>
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<tr>
<td>5. Technology</td>
<td>1.2.7.4 The preservice teacher uses a variety of media communication tools.</td>
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<tr>
<td>6. Professional Skills</td>
<td>7. Assessment</td>
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<td>9. Diversity</td>
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<tr>
<td>MoStep 1.2.8</td>
<td>1.2.8.1 The preservice teacher employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;</td>
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<td>The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</td>
<td>1.2.8.2 The preservice teacher uses assessment strategies to involve learners in self-assessment activities to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;</td>
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<tr>
<td>Conceptual Framework</td>
<td>1.2.8.3 The preservice teacher evaluates the effect of class activities on both the individual student and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;</td>
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<td>4. Reflective Skills</td>
<td>7. Assessment</td>
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<tr>
<td>6. Professional Skills</td>
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<tr>
<td>7. Assessment</td>
<td>1.2.8.4 The preservice teacher maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.</td>
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<tr>
<td><strong>MoStep 1.2.9</strong></td>
<td>1.2.9.1 The preservice teacher applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students’ growth and learning, and the complex interactions between them;</td>
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<tr>
<td><strong>Conceptual Framework</strong></td>
<td>1.2.9.2 The preservice teacher uses resources available for professional development.</td>
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<td><strong>Conceptual Framework</strong></td>
<td>1.2.9.3 The preservice teacher practices professional ethical standards.</td>
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**MoStep 1.2.10**  
The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.  

**Conceptual Framework**  
6. Professional Skills  
10. Collaboration and Leadership  

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<tr>
<td>1.2.10.1 The preservice teacher participates in collegial activities designed to make the entire school a productive learning environment;</td>
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<td>1.2.10.2 The preservice teacher talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems;</td>
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<td>1.2.10.3 The preservice teacher seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;</td>
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<td>1.2.10.4 The preservice teacher identifies and uses the appropriate school personnel and community resources to help students reach their full potential.</td>
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<td><strong>MoStep 1.2.11</strong></td>
<td>1.2.11.1 The preservice teacher demonstrates an understanding of technology operations and concepts.</td>
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<td>The preservice teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.</td>
<td>1.2.11.2 The preservice teacher plans and designs effective learning environments and experiences supported by informational and instructional technology.</td>
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<td>Conceptual Framework</td>
<td>1.2.11.3 The preservice teacher implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.</td>
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<td>2. Subject Matter</td>
<td>1.2.11.4 The preservice applies technology to facilitate a variety of effective assessment and evaluation strategies.</td>
</tr>
<tr>
<td>3. Learning and Development</td>
<td>1.2.11.5 The preservice uses technology to enhance personal productivity and professional practice.</td>
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<td>5. Technology</td>
<td>1.2.11.6 The preservice teacher demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.</td>
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<td>7. Assessment Skills</td>
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The beginning (preservice) speech teacher will demonstrate a knowledge of and/or competency in the following areas of study:

**Speech and Oral Communication**

| Fundamentals of Communication (CA 1-2, FA 1; G 1.1-1.10, 2.1-2.5, 2.7; SCA I-III) | 1. The communication process as it applies to the different levels of intrapersonal, interpersonal, small group, public, and mass communication;  
2. The role of communication in creating meaning and influencing individuals and groups;  
3. The variables and skills contributing to effective listening;  
4. The components of an effective message, including appropriate use of language, voice and diction, and nonverbal elements;  
5. Necessary skills to adapt verbal and nonverbal messages to various receivers; and  
6. The role of the individual in a free society to establish and maintain ethical standards in oral communication. |
|---|---|
| Public and Presentation Speaking (CA 5-7; G 1.1-1.10, 2.1-2.5, 2.7; SCA III-IV) | 1. The types of public speaking (informative, persuasive, etc.);  
2. Rhetorical strategies as applied to public speaking;  
3. Research skills and use of evidence in reasoning;  
4. Organizational patterns in public speaking;  
5. Word selection and arrangement in accordance with the principles of effective oral style; and  
6. Delivery styles and techniques in formal and informal presentations. |

The Speech and Theatre/Drama Education competencies have been developed to correlate with the following documents:

- Missouri’s Show-Me Standards abbreviated as:
  - CA 1,4 = Communication Arts section, statements 1 and 4
  - FA 1 = Fine Arts section, statement 1
  - SS 6 = Social Studies section, statement 6
  - G 2.1-2.5, 2.7 = Goal 2, statements 1 through 5 and 7.
- Teacher Preparation and Certification Standards: Speech/Communication/Theatre Teachers, a collaborative project of American Alliance for Theatre & Education (AATE) and Speech Communication Association (SCA) abbreviated as:
- Cross reference to Missouri’s minimum requirements for certification is not necessary because these requirements are based on total semester hours completed.
The beginning (preservice) speech teacher will demonstrate a knowledge of and/or competency in the following areas of study:

| 3. **Oral Interpretation**  | • The process of the oral interpretation of literature including elements of material selection, text analysis, audience adaptation, rehearsal, and performance;  
| (CA 3, 5-6; G 1.1-1.10, 2.1-2.5, 2.7; SCA VI) | • Forms of performance literature and performance mediums (i.e., individual and group); and  
|  | • Voice and movement as they relate to performance in oral interpretation. |

| 4. **Argumentation and Debate**  | 1. Formats of presentation in argumentation: team/policy and Lincoln-Douglas/value debate, student congress, and mock trial;  
| (CA 5, G 1.1-1.10, 2.1-2.7, 3.1-3.3; SCA IV) | 2. The technological tools and other resources used to locate, select, and organize information into useful forms for analysis and/or presentation;  
|  | 3. Evaluating the accuracy of information and the reliability of its sources;  
|  | 4. Debate and argumentation theory and current practices in the field of interscholastic competition; and  
|  | 5. Ethical standards and acceptable practices. |

| 5. **Interpersonal and Small Group**  | 1. The characteristics and processes of interpersonal and small group communication within and across cultures, institutions and organizations;  
| (CA 7; G 1.9; 2.1-2.3, 3.4, 3.7; SCA V) | 2. Role of intrapersonal and interpersonal communication in the development of self-concept; and  

| 6. **Forensics**  | 1. Understanding the administrative aspects of tournament management;  
| (SCA VIII, XIII) | 2. Directing a co-curricular program in coaching/teaching forensic events offered at tournaments and events sponsored by the Missouri State High Schools Activities Association and National Forensic League; and  
|  | 3. Awareness of the guidelines for evaluating interscholastic activities established by Missouri State High Schools Activities Association and National Forensic League. |

| 7. **Mass Communication**  | 1. The types and functions of media and the influence of media on society;  
| (G 4.1-4.4, SCA VII) | 2. Basic concepts and production techniques of media;  
|  | 3. Media literacy and the skills to evaluate and participate as a  

**Beginning Teacher Discipline-Specific Competencies: Speech and Theatre/Drama Education**
The beginning (preservice) speech teacher will demonstrate a knowledge of and/or competency in the following areas of study:

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<td>responsible media consumer; and</td>
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<td>4. The responsibility of the individual in a free society to recognize ethical issues surrounding the composition and use of media messages.</td>
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**Theatre/Drama**

8. **Knowledge of Theatre**
   (G 1.9-1.10, 2.6; AATE II, VIII)
   1. Understand the basic vocabulary of the theatre and its application;
   2. Through critical analysis, develop an appreciation by exposure to diverse theatrical productions;
   3. Statutory and regulatory issues relating to directing responsibilities (e.g., copyright, censorship, royalties, ethical standards of behavior);
   4. Safety precautions, rules, and procedures for theatre facilities;
   5. Awareness of vocational and avocational opportunities in theatre, film, television and electronic media as well as other careers which utilize theatre skills; and
   6. Understand the process of creating dramatic structure in playmaking and play writing.

The Speech and Theatre/Drama Education competencies have been developed to correlate with the following documents:

1. Missouri’s Show-Me Standards abbreviated as:
   CA 1,4 = Communication Arts section, statements 1 and 4
   FA = Fine Arts section
   SS = Social Studies section

   • Teacher Preparation and Certification Standards: Speech/Communication/Theatre Teachers, a collaborative project of American Alliance for Theatre & Education (AATE) and Speech Communication Association (SCA) abbreviated as: AATE X = Speech/Communication/Theatre Teachers Standard 10.

   • Cross reference to Missouri’s minimum requirements for certification is not necessary because these requirements are based on total semester hours completed.
The beginning (preservice) speech teacher will demonstrate a knowledge of and/or competency in the following areas of study:

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| **9. Theatre History/Styles**  
  *(AATE II, VIII)* | • Awareness of theatre history and how cultural and historical context effects artistic choices;  
  • The lives, works, and influences of theatre artists in various cultures and historical periods;  
  • Directing actors in their work with plays of representative periods, genres, and styles in a variety of mediums; and  
  • Analyze, critique, and construct meaning from formal and informal theatre (e.g., radio, film, television, stage, improvisation, creative dramatics, and oral interpretation). |
| **10. Process and Performance Skills**  
  *(AATE IX-XI)* | • Strategies for directing, including analysis, conceptualization, casting, conducting rehearsals, and coordinating formal and informal dramatic literature production;  
  • Strategies for selecting materials appropriate to community standards and student needs;  
  • Strategies for creating a director’s concept through understanding philosophies of theatre, theatre forms, and major styles of acting and production;  
  • Design and production techniques including scenery, properties, lighting, sound, costumes, make-up, stage management and business management;  
  • Theatre skills related to physical movement interpretation, staging techniques, and their interrelationships; and  
  • Acting skills through improvisation, imagination, focus, listening, voice, concentration, breath control, diction, use of the body, and characterization. |
| **11. Aesthetics**  
  *(AATE II)* | • Understand theatre as a collaborative art form and its relationship to the other arts (i.e., dance, music, visual arts, and new art forms);  
  • Elements of critiquing aesthetics in theatre performance; and  
  • The responsibility of the individual in a free society to establish ethical standards, promote ethical behavior, and acknowledge freedom of artistic expression. |
Professional Portfolio Requirements for Speech & Theatre Preservice Teachers

CHECKPOINT 1: SEC 302
Section I
- Introduction
- Professional Resume’
- Clinical Placements Log initiated to include initial field experiences and outcomes (reflective narratives).
- An initial artifact and artifact cover sheet as required by your program to meet MoSTEP quality indicators, the SMSU PEU Conceptual Framework outcomes, and subject area competencies.
- Optional: Students are strongly encouraged to add showcase items

Portfolio Checkpoint 2: Special Methods Course: Teaching of Speech and Theatre
- Updated items from Checkpoint 1: introduction, resume’, and clinical placements log
- Educational Philosophy incorporating the teaching of speech and theatre
- Additional artifacts and artifact cover sheets for a minimum of 20 to meet all MoSTEP Quality Indicators, SMSU PEU Conceptual Framework Outcomes, Specialty Area: Speech Quality Indicators and Specialty Area: Theatre/Drama Quality Indicators
- Optional: Students are strongly encouraged to add showcase items

Write out the number and complete MoSTEP Quality Indicator(s), Subject Area Quality Indicator(s) with all Performance Indicator(s) listed, and list with number and title any of the following that are addressed: PEU Conceptual Framework General Learning Outcome(s) number(s) National Standard(s) for Theatre Arts Education and the National Communication Standards for Speaking, Listening and Media Literacy. No more than two Quality Indicators may be cross referenced. Indicate main Standard(s) being addressed with an asterisk.

Section IIA Pedagogy
- MoSTEP (Missouri Standards for Teachers Education Program) Table of Contents
- PEU Conceptual Framework General Learning Outcomes Table of Contents
- 6 minimum required: Artifacts with reflection addressing all MoSTEP Quality Indicators 1.2.1 through 1.2.11 and all Conceptual Framework General Learning Outcomes 1 through 10.
- Optional: Students are strongly encouraged to add showcase items

Section IIB – Speech
- MoSTEP (Speech) Table of Contents
- National Communication Association Standards for Speaking, Listening and Media Literacy Table of Contents with at least 1 standard from each section addressed for a minimum of 5
- Speech Specialty Area Artifacts with reflections: 7 minimum required

Section IIC – Theatre
- MoSTEP (Theatre/Drama) Table of Contents
- National Standards for Theatre Arts Education (9-12) Table of Contents with at least 6 standards addressed
- Theatre/Drama Specialty Area Artifacts with reflections: 7 minimum required
Portfolio Checkpoint 3: Supervised Student Teaching
Artifacts may be required and reviewed by the specialty area faculty, University Student Teaching Supervisor and cooperating teacher. A summary of expected content follows.

- Updated items from Checkpoint 1: introduction, resume’, and clinical placements log
- Updated items from Checkpoint 2: Educational Philosophy incorporating the teaching of speech and theatre and all required artifacts
- Three additional exemplary artifacts and artifact cover sheets from student teaching addressing MoSTEP Quality Indicators
  - Note: any indicated weak areas from Checkpoint 2 must be addressed
- Student Teaching Evaluations
- At least one showcase item from either student teaching or previously developed

Completion of the five sections above constitutes the minimum quantitative expectation to be included in your portfolio. Artifacts that represent attainment of each of the MoSTEP Quality Indicators, Professional Education Unit Conceptual Framework and Specialty Areas’ Quality Indicators should be included by the end of Student Teaching.

Minimum Professional Portfolio requirements before Student Teaching:
- Section I completed and Portfolio Checkpoint electronically signed by SEC 302 instructor verifying student has met the criteria

- Section II completed and Portfolio Record Form electronically signed by COM 417 or THE 417 instructor verifying student has met the criteria during the Fall Special Methods course for Spring Student Teaching or by mid-spring semester for Fall Student Teaching.

Note: Do not indicate more than 2 Quality Indicators per artifact. Decide and align only to strongest area(s) addressed.

Websites:

Portfolio links:
http://education.smsu.edu/peu/
Student Portfolios

Speech and Theatre program links:
http://education.smsu.edu/peu/
PEU – Professional Education Unit
Accreditation

5. MoSTEP Program Information

Speech & Theatre
DIRECTIONS FOR THE ARTIFACT COVER SHEET

Cover sheets should be attached to artifacts within the Professional Preparation Portfolio as directed by program faculty. The purpose of the cover sheet is to ensure reflection and review regarding performances related to the SMSU Professional Education Unit (PEU) Conceptual Framework (CF), the MoSTEP standards and your Specialty Area standards. Information provided on the cover sheet yields evidence of your progress in meeting professional education standards.

Directions for completing the sections of the cover sheet follow.

1. “Title of artifact”: Typically, an artifact will have a designated title. If it does not, provide a brief description or name.

2. “Date this artifact was collected”: When was the item completed, graded, or made available for inclusion in the portfolio? If necessary, give a more general time, e.g. “Fall Semester 2001.”

3. “Course or experience where the artifact was developed”: Provide both the course code and course title. If the item was not developed for a course, describe the experience corresponding to development.

4. “Quality indicators addressed by this artifact”: Identify the quality indicators/learner outcomes that are represented within the artifact.

   • CF: Include general learning outcome(s). Include number and name (e.g. “9. Diversity”).
   • Generally list one MoSTEP quality indicator (possibly more than one can be cited—check with your department). Include the text and number of the quality indicator being addressed in your reflection.
   • Specialty Area: Include the text and number of the strand and competency.

Cover sheet examples for some programs are available at http://education.smsu.edu/peu/student_portfolios/coversheetexamples. Programs limit the number of standards to be addressed by a single artifact; therefore, it is very important to see your program faculty for guidance.

5. “Reflective Narrative”: This section includes a summary of candidate performances that correspond to the quality indicator and learner outcomes listed. The narrative should indicate what you know (knowledge) and what you are able to do (skills). Use the performance indicators corresponding to each quality indicator as a guide. This section requires analysis and synthesis of performances related to standards and should be written as a narrative summary rather than a list. The narrative should document that you have demonstrated performances consistent with the CF Learner Outcomes, the MoSTEP and the Specialty Area standards noted above.

Cover sheet examples for some programs are available at http://education.smsu.edu/peu/student_portfolios/coversheetexamples. Some programs have specific requirements for narrative preparation; therefore, it is very important to see your program faculty for guidance.
ABOUT THIS ARTIFACT:

Student Name: ____________________________________
Major/Certification Area: Speech and Theatre Education

Title of artifact: Production Book

Date this artifact was collected: Fall 2003

Course or experience where artifact was developed:
THE 530 Directing II

Quality Indicators addressed by this artifact – Include MoSTEP, PEU CF Learner Outcome and/or Specialty Area Indicator(s) as appropriate:

*MoSTEP 1.2.6.1, 2) The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

CF 2 Subject Matter, 4  Reflective Skills

*Theatre S.A. 3. 1,2,3,4,5,6  Process and Performance Skills
Theatre S.A. 4. 2,3  Aesthetics

National Communication Standard 7  Creating meaning

National Theatre Standard 3  Designing and producing
National Theatre Standard 4  Directing

Reflective narrative – How this artifact reflects performances specific to MoSTEP, PEU CF Learner Outcomes and/or Specialty Area performance indicators as appropriate. What do I know and what am I able to do?

My Production Book artifact was developed over a semester in an advanced directing course culminating with a public performance. During this journey I analyzed the text for characterization to be used for casting and later guiding my actors to full realization of the vision for the show. I was able to design technical aspects for the production space utilized which is similar to situations I will likely face teaching high school. My greatest challenge was the rehearsal process working with diverse individuals. I was able to continually evaluate each rehearsal and make adjustment to better serve the needs of my actors. Sometimes this adjustment was necessary during the rehearsal in the same way I will be constantly evaluating my own teaching. My directing journal, rehearsal exercise reflections, and the feedback received demonstrates I able to create a positive environment where my students will grow and flourish.

Instructor Signature: _____________________________ Date: __________________

Instructor Comments and Recommendations:

*indicates main quality indicator(s) alignment
Appendix 3: CF General Learning Outcomes

The curricula of professional education programs at Southwest Missouri State University reflect our commitment to these beliefs. Further, they reflect and are aligned with the professional standards specified by state, national and professional accreditation organizations. Our initial and advanced programs are designed to develop candidate knowledge, skills, and dispositions associated with successful professional educational practice.

SMSU professional education graduates will demonstrate competence in:

1. **Foundations**: knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. **Subject Matter**: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study.
3. **Learning and Development**: knowledge of human development and motivation, theories of learning, pedagogy and assessment.
4. **Reflective skills**: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
5. **Technology**: knowledge and skills in the use of technology appropriate to the candidate’s field of study.
6. **Professional Skills**: the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
7. **Assessment Skills**: the skills to conduct valid and reliable assessments of their students’ learning, and use that assessment to improve learning and development for their students.
8. **Dispositions**: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
9. **Diversity**: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
10. **Collaboration and Leadership**: the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.