

## NAST Competencies Summary

**Degree: BA or BS in Theatre Education, *teacher preparation in the context of a liberal arts degree***

**Essential Note:** Items below are excerpts from the *NAST Handbook*. Items 1 through 3 indicate the content and natures of the competencies expected of those graduating with the above degree. Item 4 indicates desirable personal qualities and recommendations for competency development.

**Only the *Handbook* in its entirety contains all standards and guidelines applicable to and used by all phases of NAST membership reviews.** In the text below "H." indicates the location of the excerpted text in the Handbook; the term "(All)" indicates standards applicable to all liberal arts undergraduate theatre degrees including theatre education; "(Theatre Education)" indicates specific standards for that major.

### Item 1. (Theatre Education) **Theatre Competencies (H.X.C.2.)**

The following basic competencies are essential to all prospective theatre teachers:

#### **a. The Production Foundation**

- (1) The prospective theatre teacher must be familiar with the basic expressive, technical, procedural, and organizational skills, and conceptual insights essential for theatrical performance. Instruction should include traditional processes as well as new developments.
- (2) Prospective theatre teachers should have the understanding to make pupils emphatically aware of the all-important process of artistic creation from conceptualized image to finished work.
- (3) The prospective theatre teacher must be a competent director, able to create expressive performances with various types of groups and in general classroom situations. Laboratory experiences to give the prospective teacher opportunities to apply rehearsal techniques and procedures are essential.

**b. Aesthetics, Theatre History, Literature, Theory, and Criticism.** The prospective theatre teacher should have an understanding of contending philosophies of theatre, the development of past and contemporary theatre forms, major styles and periods of theatre history and dramatic literature, theories of criticism, and an understanding of the fundamental and integral relationships of all these to the theatre performance.

**c. Advanced Work.** It is expected that a student in a B.F.A. program will have an area or areas of emphasis in performance. The student in a B.A. program should have an opportunity for advanced work in at least one production area. These studies should build upon the competencies outlined in Standards for Accreditation X.C.1. and 2., and should require no less than 6 semester hours.

### Item 2. (Theatre Education) **Teaching Competencies (H.X.C.3.)**

The theatre teacher is expected to understand the total contemporary educational program—including relationships among the arts—in order to apply theatre competencies in teaching situations and to integrate theatre instruction into the total process of education. Essential competencies are:

- a. An understanding of child development and the identification and understanding of psychological principles of learning as these relate to theatre education.
- b. An understanding of the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs.
- c. An ability to assess aptitudes, experiential backgrounds, skills, and interests of individuals and groups of pupils, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively.

- d. A knowledge of current methods and materials available in all fields and levels of theatre education;
- e. An understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them.
- f. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum.
- g. An awareness of the need for continuing study, self-evaluation, and professional growth.

### Item 3. (All)

#### **General Education Competencies (H.VII.D.1.a.)**

Specific competency expectations are determined by the institution. Normally, students graduating with liberal arts degrees have:

- (1) The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
- (2) An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences, and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
- (3) An ability to address culture and history from a variety of perspectives.
- (4) Understanding of, and experience in thinking about, moral and ethical problems.
- (5) The ability to respect, understand, and evaluate work in a variety of disciplines.
- (6) The capacity to explain and defend views effectively and rationally.
- (7) Understanding of and experience in one or more art forms other than theatre.

### Item 4. (Theatre Education)

#### **Desirable Personal Qualities (H.X.C.1.)**

Desirable characteristics of the prospective theatre teacher are:

- a. The potential to inspire others and to excite the imagination of pupils, engendering a respect and desire for theatre and theatre experiences.
- b. The ability and desire to seek out, evaluate, and apply new ideas and developments in both theatre and education.
- c. The ability to maintain positive relationships with individuals and various social and ethnic groups, and empathize with pupils and colleagues of differing backgrounds.
- d. The ability to articulate and communicate the goals of a theatre program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner.

#### Please Note:

For specific information regarding curricular structure, see H.X.A.2. Normally, approximately 35-40% of a 120 semester hour program is in theatre studies including production and theatre history, and 15-20% in professional education, to ensure that time is available to develop the requisite competencies.

For a table of contents for all standards, see [NAST Handbook](#).