
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 166: THEATER TEST DESIGN AND FRAMEWORK

June 2019

Authorized for Distribution by the New York State Education Department

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

Copyright © 2019 New York State Education Department.

NYSTCE, New York State Teacher Certification Examinations, and the
NYSTCE logo are trademarks of the New York State Education Department.

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

Permission is granted to make copies of this document for noncommercial use by educators.

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 166: THEATER TEST DESIGN

This test consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to help students achieve a specific learning goal or an instructional intervention to address a specific learning difficulty, and to provide a rationale for employing that instructional strategy or intervention.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of a response time up to 135 minutes.
- The constructed-response item is designed with the expectation of a response time up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Creating, Performing, and Producing Theater	22–23	20%	--	--
0002 Theater Tools, Media, and Techniques	22–23	20%	--	--
0003 Theater and Culture	22–23	20%	--	--
0004 Responding to and Analyzing Theater	22–23	20%	--	--
0005 Pedagogical Content Knowledge	--	--	1	20%
Total	90	80%	1	20%

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 166: THEATER TEST FRAMEWORK

Creating, Performing, and Producing Theater
Theater Tools, Media, and Techniques
Theater and Culture
Responding to and Analyzing Theater
Pedagogical Content Knowledge

The New York State Theater teacher has the knowledge and skills necessary to teach effectively in New York State public schools. The theater teacher knows the principles and processes associated with the creation of dramatic texts and theatrical productions. The theater teacher also understands the elements and skills used by directors, technical designers, and actors in various theatrical styles and traditions. The theater teacher understands the aesthetic connection between theater and culture and how that connection influences people in their everyday lives. The theater teacher understands connections between theater and other arts disciplines and academic disciplines, such as ways in which theater can enhance learning in other subjects in the curriculum. Finally, the theater teacher understands the basic principles of theater criticism and analysis and can describe how the various components of theatrical productions are used to create meaning.

COMPETENCY 0001—CREATING, PERFORMING, AND PRODUCING THEATER

Performance Expectations

The New York State Theater teacher understands that theater is a highly collaborative art form that requires the creative work of many individuals, including artistic, production, and administrative personnel. The teacher understands that the playwright creates human actions and situations and captures them in a written form that is delivered by dramatic characters (actors). The teacher understands that actors bring the characters to life; the director oversees and guides the entire creative process of making a production; and the producer oversees the entire production, including assembling creative and design teams and managing the business side of the production. The teacher understands the many techniques, skills, tools, and processes used for each of the roles described, including ways that the playwright generates ideas, methods that actors use to articulate characters' motivations, and techniques that directors use to create a unified production.

Performance Indicators

- a. demonstrates knowledge of how improvisation can be used to generate ideas for stories, actions, characters, and environments for a script

Copyright © 2019 New York State Education Department.

Permission is granted to make copies of this document for noncommercial use by educators. Please refer to the cover page for additional information on the test design and framework.

Authorized for Distribution by the New York State Education Department

FIELD 166: THEATER TEST FRAMEWORK

- b. recognizes multiple sources of ideas (e.g., personal stories, picture books, folklore, literature, history, culture, current events, imagination, the media) for improvisations and creative drama
- c. recognizes ways to communicate ideas and feelings through a script (e.g., plot, characters, setting, theme, mood)
- d. demonstrates an understanding of methods for discovering, articulating, and justifying a character's motivation (e.g., objective, subtext, action, beats)
- e. recognizes methods of interacting with others in role-playing, improvisation, rehearsal, and performance
- f. demonstrates knowledge of various classical and contemporary acting techniques, methods, and styles
- g. demonstrates an understanding of the concept of ensemble work
- h. applies techniques of movement, body position, gesture, and vocal production to communicate meaning and develop characterization
- i. demonstrates knowledge of how to combine vocal techniques with movement and physicalization in order to create truthful characters
- j. evaluates methods of holding auditions (e.g., prepared monologues, cold readings, improvisation) and casting (e.g., casting according to learning objectives, nontraditional casting)
- k. applies methods of analyzing a script to determine its intent and how its component parts contribute to communication of that intent to an audience
- l. demonstrates knowledge of techniques for creating and articulating a clear vision to all members of the artistic production team (e.g., designers, technicians, musical directors, choreographers)
- m. demonstrates an understanding of methods for guiding actors in creating roles and developing character relationships
- n. identifies the elements involved in blocking theatrical performances (e.g., stage movement, focus, levels, balance)
- o. demonstrates knowledge of techniques for creating a safe and positive working atmosphere that encourages collaboration, trust, and creativity
- p. applies procedures for scheduling, budgeting, planning, promoting, and managing theatrical performances
- q. identifies the roles and responsibilities of performance, production, and administrative personnel involved in theatrical productions
- r. recognizes methods of collaboration that develop a unified production concept
- s. demonstrates knowledge of legal issues (e.g., royalties, copyrights, liability, contracts) related to theatrical productions
- t. recognizes factors in selecting appropriate works that reflect an understanding of student development, cultural context, audience, and production elements (e.g., performance space, number of participants)

Copyright © 2019 New York State Education Department.

Permission is granted to make copies of this document for noncommercial use by educators. Please refer to the cover page for additional information on the test design and framework.

**FIELD 166: THEATER
TEST FRAMEWORK**

COMPETENCY 0002—THEATER TOOLS, MEDIA, AND TECHNIQUES

Performance Expectations

The New York State Theater teacher understands that theater is a highly collaborative art form that requires the creative work of many individuals, including lighting designers, sound designers, set designers and constructors, costume designers, and makeup designers. The teacher understands that the technical environment helps create the physical, sensory, and emotional world of the play. The teacher demonstrates knowledge of the techniques, methods, and materials used in technical creative components of the play and understands how the components interact with each other and contribute to the unification of the production.

Performance Indicators

- a. demonstrates knowledge of basic lighting and sound technology, equipment, and supplies
- b. demonstrates knowledge of the basic physical properties of light, color, and sound, as well as the principles and elements of lighting and sound design
- c. selects elements of lighting, projection, and sound to help create a particular environment, time, mood, and effect to help communicate the intent of a production
- d. identifies techniques, methods, materials, and local resources needed for creating and acquiring props to represent a particular environment, time, and mood to communicate the intent of a production
- e. demonstrates knowledge of the basic technical aspects of set design and construction (e.g., flats, drops, platforms, painting)
- f. demonstrates an understanding of design principles and elements (e.g., space, color, line, shape, texture, repetition, balance, emphasis, contrast, unity) as they relate to set and prop design
- g. identifies techniques, methods, and materials for creating and acquiring costumes and applying makeup to suggest character and to communicate the intent of a production
- h. demonstrates an understanding of design principles and elements (e.g., space, color, line, shape, texture, repetition, balance, emphasis, contrast, unity) as they relate to costumes and makeup
- i. recognizes production-related factors that affect costume and makeup design (e.g., cost, movement, quick-change requirements)
- j. analyzes the interrelated nature of lighting, costumes, makeup, sound, props, scenery, acting, and direction in creating a unified theatrical production
- k. identifies safety issues involved with lighting, costumes, makeup, sound, props, and scenery
- l. demonstrates knowledge of various types of performance spaces (e.g., classroom, proscenium stage, thrust, arena, community theater or rented space, dinner theater, immersive theater, outdoor theater) and analyzes how the characteristics of a performance space can influence production decisions

Copyright © 2019 New York State Education Department.

Permission is granted to make copies of this document for noncommercial use by educators. Please refer to the cover page for additional information on the test design and framework.

**FIELD 166: THEATER
TEST FRAMEWORK**

COMPETENCY 0003—THEATER AND CULTURE

Performance Expectations

The New York State Theater teacher understands the history of theater in cultures throughout the world, from ancient times to the present. The teacher understands how theater relates to culture and reflects the diversity of the world. The teacher understands that knowledge of theater history expands knowledge of human history and appreciation of the ways in which people throughout history have told their stories on stage. The teacher understands the characteristics of specific dramatic forms. The teacher also understands the many theater and theater-related career options. The teacher understands opportunities for lifelong participation in theater and the role of theater in the community.

Performance Indicators

- a. analyzes the development of dramatic forms, production practices, and theatrical traditions across various cultures and historical periods
- b. identifies and compares the lives, works, and influences of representative dramatic artists across various cultures and historical periods
- c. compares the aesthetic philosophies of dramatic works from various cultures and historical periods
- d. identifies the cultural and historical influences upon theater in the United States (e.g., American Realism, musical theater)
- e. identifies the various vocations and avocations available in performing, producing, creating, and promoting theater, as well as the skills and preparation necessary for careers in theater
- f. demonstrates knowledge of resources and opportunities for participation in theater in the community
- g. explains the meaning and social function of different types of theatrical productions to individuals, communities, and cultures
- h. recognizes how theatrical experiences are influenced by current and historical issues related to society and culture
- i. demonstrates knowledge of how social concepts (e.g., cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, empathy, identity) apply in theater and in life
- j. identifies entry points and techniques that encourage people from all backgrounds to participate in theatrical endeavors and bring their unique voices, experiences, and viewpoints to the stage

**FIELD 166: THEATER
TEST FRAMEWORK**

COMPETENCY 0004—RESPONDING TO AND ANALYZING THEATER

Performance Expectations

The New York State Theater teacher understands the importance of theater criticism and the artistic choices made in theater. The teacher understands that theater can be used to enhance understanding of other arts disciplines and academic disciplines.

Performance Indicators

- a. demonstrates knowledge of the techniques and vocabulary required to critique theatrical performances and texts
- b. analyzes artistic choices made in theatrical productions and suggests alternatives
- c. identifies major themes in theatrical productions and analyzes how artistic choices support these themes
- d. analyzes how other art forms and elements are used in theatrical productions
- e. demonstrates an understanding of how theater relates to other art forms and academic disciplines, including ways that theater has influenced, and been influenced by, other arts; compares participant roles in theater and other arts; identifies ways that the subject matter and terminology of other disciplines relate to theater; and identifies strategies for using theater to enhance understanding in other arts disciplines or academic disciplines

COMPETENCY 0005—PEDAGOGICAL CONTENT KNOWLEDGE

Performance Expectations

The New York State Theater teacher effectively applies pedagogical content knowledge to design instruction that helps students achieve a specific learning goal. The teacher applies concepts and principles associated with the practice of theater education in order to plan authentic learning experiences that promote students' application of theater concepts and skills. The teacher applies knowledge of how students learn in order to develop effective instructional strategies. The teacher understands methods of effective assessment of student learning and how to apply assessment results in order to inform future instructional strategies and methods.

Performance Indicators

- a. demonstrates knowledge of a developmentally appropriate learning goal related to a specified theater topic, as well as the skills and conceptual understanding necessary for students to achieve the stated learning goal
- b. provides a logical rationale for including a particular learning goal in an instructional unit devoted to the specific theater topic and demonstrates knowledge of how to assess student readiness for the learning goal

**FIELD 166: THEATER
TEST FRAMEWORK**

- c. describes, in detail, an appropriate and effective instructional strategy or activity designed to promote students' achievement of a particular learning goal, including the use of appropriate theater-related resources and media
- d. provides a clear and logical explanation of how the strategy or activity described supports the stated learning goal and fosters students' knowledge and skills related to the learning goal
- e. applies knowledge of effective assessment and data analysis in order to inform future instructional strategies and methods