Organization Registration (IM5)

Company Name: Perfection Learning Corporation

FEID / EIN: 42-0895541

Status: Active

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City: Logan

State: Iowa

Zip / Postal Code : 51546

Country: United States

Questionnaire (IM8)

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Answer: Dr. Fran Averett Tanner- Author

Most of the activities in Basic Drama Projects were developed by Dr. Fran Averett Tanner, who was a professor of speech and drama at the College of Southern Idaho and chairman of that department, teaching in both speech and theatre. Dr. Tanner was a Fulbright scholar to England, received the national Woman of Achievement award, was named an Idaho Distinguished Citizen, is listed in the Outstanding Educators of America Index, and served as a U.S. delegate to the International Amateur Theatre Congress in Austria. She received the Teaching Excellence Award at the College of Southern Idaho and was given a Professional Achievement Award from Idaho State University. She conducted workshops in the U.S. and abroad. At the College of Southern Idaho she directed more than 60 drama productions.

Dana Taylor- Consultant

Dana Taylor is the director of technical theatre and vocal music at Mt. Vernon High School Fine Arts Academy in Mt. Vernon, Indiana, and Technical Editor for Dramatics and Teaching Theatre magazines. Mr. Taylor is also a recipient of the Distinguished Achievement Award in Education from the United States Institute for Theatre Technology. Mr. Taylor provided expert consultation and writing for the expanded Technical Theatre unit in Basic Drama Projects.

Lisa Dillman- Author

Most of Part II is the inspiration of Lisa Dillman, an award-winning playwright whose work has been produced all over the United States at such theatres as Steppenwolf, Actors Theatre of Louisville, and Seattle Public Theatre, among many others. She has taught playwriting at the Chicago Public Schools, the William Inge Center at Independence Community College in

Independence, Kansas, and Western Michigan University. She has also taught in professional training programs at Chicago Dramatists, Victory Gardens Theatre, and Northlight Theatre. She is a past recipient of two Illinois Arts Council Fellowships in Scriptwriting, a Julie Harris-Beverly Hills Theatre Guild Award, the Morton Sarett National Playwright Award, and a Sprenger-Lang New History Play Prize. She currently serves as the literary director of Chicago's Rivendell Theatre Ensemble, Chicago's leading theatre company dedicated to women's stories, where she is also a longtime company member.

Students: Describe the type(s) of students for which this submission is intended.

Answer: Basic Drama Projects is designed to support elective drama/theatre courses or after school drama programs for high school students. The program is designed for students with little or no theatre experience and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

1. List the Florida districts in which this program has been piloted in the last eighteen months.

Answer: This program has not been piloted in Florida districts in the last eighteen months.

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?

Answer: The program correlation document, found in the Teacher Resource eBook, is available on Perfection Next. The eBook format allows one to search by keywords of the Florida State Standards.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Answer: Basic Drama Projects is designed to introduce students to the fundamentals of theatre through engaging, hands-on theatre experiences. This program goes beyond traditional instruction by offering creative, action-packed assignments that allow students to explore various aspects of theatre. Whether it's improvisation, character development, writing, directing, or the technical elements like creating props and designing sets, this course provides a comprehensive introduction to the world of drama.

The program emphasizes learning through doing, with a strong focus on practical application. Students are encouraged to step into a wide range of roles, from performing

monologues and scenes to taking on backstage responsibilities. Additionally, the included handbook (Unit Nine) covers all aspects of theatrical production, giving students the tools to understand and contribute to every part of the performance process.

While the course offers a solid foundation in theatre, it is not necessarily about launching students into professional acting or design careers. Instead, it aims to foster personal growth, creativity, and collaboration. By participating in these drama projects, students build self-confidence, learn to express themselves more effectively, and develop a deeper appreciation for teamwork. Theatre is a collaborative art form, and students quickly learn that success on stage—and behind the scenes—relies on dependability, communication, and working well with others.

Basic Drama Projects welcomes students of all backgrounds, and "The Language of Theatre" section helps everyone, whether their first language is English or another, to develop the vocabulary necessary to thrive in the theatrical environment. This makes the program accessible to a diverse range of learners, ensuring that everyone has the chance to participate fully in the world of drama.

Moreover, the skills developed in this course extend far beyond the theatre. Students gain experience in critical listening and viewing, which helps them become more thoughtful and engaged audience members. They also sharpen their creative problem-solving abilities, which are valuable in any future career or educational pursuit. Whether students pursue theatre as a passion or move on to other fields, the lessons learned in Basic Drama Projects—from collaboration to critical thinking—will serve them well in all areas of life.

Major Tool - Student Components: Describe each of the components, including a format description.

Answer: The Student Major Tool is the student edition. It is available in a print, hardback binding or digitally in eBook format. Submitted for review is the eBook version of the student edition. This eBook represents the same content presented in the print student edition.

Major Tool - Teacher Components: Describe each of the components, including a format description.

Answer: The Teacher Major Tool is the Annotated Teacher Edition. This book includes lesson support and suggestions for differentiated instruction supporting the student major tool. The Annotated Teacher Edition includes mini reproductions of the student page an point-of-use teaching support in the margins. The Annotated Teacher Edition is available as a print hardcover book or online in eBook format.

The Teacher Resource is also part of the major tool. This eBook provides reproducible worksheets to enhance the instruction of each chapter as well as chapter, unit, and end-of-course assessments. It includes over 150 blackline masters providing introductory activities for the student edition, standards-aligned activities and project support, peer evaluation, chapter and unit quizzes, and cornerstone assessments

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components: Describe each of the components, including a format description.

Answer: There are no ancillary materials for the student edition with Basic Drama Project.

Ancillary Materials - Teacher Components: Describe each of the components, including a format description.

Answer: An ELL Resource is ancillary to the program and will be provided in eBook format only through our learning platform Perfection Next. The ELL Resource includes teaching tips, strategies and reproducibles to be used with students needing additional support to access English instruction.

5. Identify which industry standard protocols are utilized for interoperability?

Answer: The Perfection Next platform through which Basic Drama Projects is accessed, is IMS Global certified for LTI 1.3 and One Roster 1.1. In addition, it supports integrations with Classlink, Canvas, Clever, Google Classroom, and a variety of other solutions. For a complete list of supported integrations visit https://ed.link/resources/integrations. Perfection Next supports SAML 2.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Answer: The program is intended to support the course objectives in either a semester long or yearlong drama theatre/drama course. We provide a general guide to the pacing of a typical project in the Annotated Teacher Edition.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the organization for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Answer: Your Partner

We will partner with district and school leaders in Florida Public Schools to create meaningful

learning experiences with a customized professional development (PD) plan that includes sessions aligned to specific implementation goals and educators' needs.

Customized To Your Needs

Our professional development sessions support educators' growth with Basic Drama Projects over the life of their implementation. It all begins with a successful launch and then moves to ongoing support designed to strengthen instructional practices.

Launch Your Curriculum: Jump-start the school year with sessions that introduce educators to their Perfection Learning programs and support a successful launch.

Strengthen Your Implementation: Extend learning to target specific instructional practices.

Perfection Learning welcomes the opportunity to partner with Florida Public Schools to customize an implementation plan for every stage of your implementation. We offer a variety of sessions that will grow with your implementation and meet the unique needs of your leaders and teachers. We will equip instructional leaders to build capacity with educators as they implement Basis Drama Projects through the life of the adoption with flexible, ongoing professional learning opportunities that will ft into your Professional Learning Community (PLC) or team meetings to strengthen and deepen educators' instructional practices. The following PD sessions are available for educators who will implement Basic Drama Projects.

Launch Your Curriculum

-Implementation Planning (Leaders)

-Launching with Success

Strengthen Your Implementation

-Deepen Instructional Practices

Flexible Delivery Models

We offer flexible delivery options with virtual, onsite, and hybrid models that include professional development sessions designed to fit districts' needs and educators' busy schedules. Our sessions are built with the flexibility to support personalized professional learning plans and can be tailored for shorter Professional Learning Community (PLC)meetings, department meetings, or prep periods.

Experienced Professional Development Team

Our professional development specialists work alongside your educators to tailor content to meet their needs. Our team consists of former and current educators, instructional leaders, and program authors, all with extensive classroom and adult teaching experience coupled with extensive instructional coaching for grades K–12 educators and AP instructors.

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

Answer: The hardware requirements for Perfection Next digital delivery platform are a minimum of 4 GB of RAM, 1024x768 screen resolution or greater, and a processor speed of 2GHz or greater. Speaker or headphones required to utilize the audio features of the program. Perfection Next is an HTML 5 based solution that runs within a web browser with no additional plugins. Perfection Next is platform agnostic and works on computers using Microsoft Windows10+, Mac OS 10.12+ as well as iOS and Android based tablet devices.

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Answer: Perfection Learning's digital products are licensed on a per seat basis with each user required to have a license to access materials. The length of the license can vary from 1-year to 5-years depending on what is purchased by the customer. The materials in the product are copyright of Perfection Learning and all rights remain with Perfection Learning and cannot be resold, re-distributed, or shared amongst multiple users.

10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Answer: Texas and Florida have adopted prior versions of this program

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)? List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge.)

Answer: In the Basic Drama Projects Annotated Teacher Edition, for each chapter and special feature, teachers are referred to a support site (https://basicdramaprojects.perfectionlearning.com) where a collection of Open Education Resources is available. These include high-quality curated videos that tie directly to the content of each section.

12. Although not called for in the state adoption, do you have advanced placement (ap) or accelerated program instructional materials available for the course(s) bid for adoption?

Answer: Yes, Perfection Learning's AMSCO® Advanced Placement® English instructional materials include:

AMSCO Advanced Placement English Language and Composition

AMSCO Advanced Placement English Literature and Composition

AMSCO Writing for the AP Exam: English Language and Composition

13. What, if any, foreign language translations do you have available?

Answer: The translation functionality built into the eBook for Basic Drama Projects will translate the featured selections into 123 languages: Afrikaans, Albanian, Amharic, Arabic (Egypt), Arabic (Saudi Arabia), Armenian, Assamese, Azerbaijani, Bangla, Bashkir, Bosnian, Bulgarian, Burmese, Cantonese (Traditional), Catalan, Chinese (Literary)m Chinese—Simplified (China),Chinese—Simplified (Singapore), Chinese—Traditional (China), Chinese—Traditional (Hong Kong), Chinese—Traditional (Macao SAR),Chinese—Traditional (Taiwan), Croatian, Czech, Danish, Dari, Divehi, Dutch, English (Australia),English (Canada), English (Hong Kong SAR), English (India), English (Ireland), English(United Kingdom), English (United States), Estonian, Faroese, Fijian, Filipino, Finnish, French (Canada),French(France), French (Switzerland), Georgian, German, German (Austria), German(Switzerland), Greek, Gujarati, Haitian Creole, Hebrew, Hindi, Hmong Daw, Hungarian, Icelandic, Indonesian, Inuinnaqtun, Inuktitut, Inuktitut (Latin), Irish, Italian, Japanese, Kannada, Kazakh, Khmer, Kiswahili, Korean, Kurdish (Central), Kurdish (Northern), Kyrgyz, Lao, Latvian, Lithuanian, Macedonian, Malagasy, Malay, Malayalam, Maltese, Māori, Marathi, Mongolian (Cyrillic),Mongolian (Traditional), Nepali, Norwegian—Bokmål, Norwegian—Nynorsk, Odia, Pashto, Persian, Polish, Portuguese (Brazil), Portuguese (Portugal),Punjabi, Queretaro Otami (Spain),Romanian, Russian, Samoan, Serbian (Cyrillic), Serbian (Latin),Slovak, Slovenian, Somali, Spanish (Mexico), Spanish (Spain), Swedish, Tahitian, Tamil, Tatar, Telugu, Thai, Tibetan, Tigrinya, Tongan, Turkish, Ukrainian, Upper Sorbian, Urdu, Uyghur, Uzbek (Latin), Vietnamese, Welsh, Yucatec Maya, Zulu

14. Do you provide access point scaffolding or an access point correlation upon request?

Answer: An access point correlation can be provided upon request. Strategic Support teaching notes within the Annotated Teacher Edition of Basic Drama Projects also support further differentiation for students who struggle with accessing the main instruction.

15. ESSA LEVELS OF EVIDENCE: To be considered an evidence-based program (or practice), it is required to have evidence to show that the program is in fact effective at producing results and improving outcomes in reading when implemented. Identification of evidence level alignment, Levels 1-4 (as outlined in the specifications), for the entirety of the program,

part of the program, or individual practices within the program is required. Please explain how your product meets these requirements.

Answer: As an elective program, Basic Drama Projects does not have an ESSA evidence report.

Bid Materials & Links (IM4)

Item (ISBN): Basic Drama Projects Student Edition ebook 1 year license (9781663684776)

Type: Major Tool (Priced)	**Format:**
Price: 17.49 $	**Free Symbol:**
Terms: 1 year digital access per student	**Package:**

Author: Fran Averett Tanner and Lisa Dillman

Sample Link: https://samples.perfectionnext.com

Special Instructions Link: https://florida.perfectionlearning.com/fl2025-state

Student Edition Link: https://samples.perfectionnext.com

Item (ISBN): Basic Drama Projects Student Edition Hardcover (9781663684769)

Type: Major Tool (Priced)	**Format:** Print Based
Price: 74.99 $	**Free Symbol:**
Terms: 5 year usage	**Package:**

Author: Fran Averett Tanner and Lisa Dillman

Sample Link: https://samples.perfectionnext.com

Special Instructions Link: https://florida.perfectionlearning.com/fl2025-state

Student Edition Link: https://samples.perfectionnext.com

Item (ISBN): Basic Drama Projects TWE (9781663684790)

Type: Major Tool Package Component	**Format:** Print Based
Price: 99.95 $	**Free Symbol:** #
Terms: Print Teacher Edition- component of teacher package	**Package:**

Author: Fran Averett Tanner and Lisa Dillman

Sample Link: https://samples.perfectionnext.com

Special Instructions Link: https://florida.perfectionlearning.com/fl2025-state

Student Edition Link: https://samples.perfectionnext.com

Item (ISBN): Basic Drama Projects Student Edition ebook 5 year license (9781663684974)