

Organization Registration (IM5)

Company Name: Perfection Learning Corporation

FEID / EIN: 42-0895541

Status: Active

Address 1: 1000 North Second Ave.

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 Part I 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.

Lisa Dillman- Author

Most of Parts II and III are 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 Saret 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.

Gai Jones- Senior Consultant

Gai Jones, Founder of CA Youth in Theatre, entered educational theatre by way of a small

liberal arts college for women in Oklahoma which offered a specialized degree, BA in Speech and Drama, an equivalent of a BFA. While teaching eighth grade Speech/Drama in Fullerton, CA, she completed an MA in Theatre as the first woman to receive the degree at CA State University, Fullerton in 1968. She taught Theatre at El Dorado High School, Placentia, CA, for thirty-four years. Upon retirement, the Black Box Theater was named The Gai Jones Theater. She has served on SCETA board, CETA SO and CETA boards as member-at-large, then President; Regional Director of Educational Theatre Association; CA State Thespian Director. Gai was named to Who's Who in Secondary Education, Young Leaders of Education, Who's Who in Women Educators; Inductee into the ED TA and CA Thespian Hall of Fames; Recipient of CETA Outstanding Educator; Founder of CA Youth in Theatre, EdTA Presidents Award.

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

Answer: Center Stage: Projects in Theatre Arts is designed to support elective drama/theatre courses or after school drama programs for middle school students. This program helps support the course objectives for M/J Theatre where students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. These activities may also serve as a culmination of specific instructional goals.

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 book, is available on Perfection Next. The eBook format allows one to search by 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: Today, the widespread use of technology often leaves individuals longing for genuine human interaction. This gap underscores the urgent need for effective communication skills, particularly among students. Schools are responding to this societal demand by emphasizing the training of students in creative and critical communication, enabling them to share ideas and express feelings effectively.

This educational approach of Center Stage: Projects in Theatre Arts is in its comprehensive design to equip teenagers with the communication expertise and confidence essential for fulfilling adult lives using theatre as the means of delivery. The program offers practical, engaging assignments that help students understand the communication process and navigate various verbal and nonverbal contexts with ease. By integrating creative drama, formal theatre, and oral interpretation, students experience a broad spectrum of communication scenarios, enhancing their ability to interact successfully with others.

Specifically tailored for drama educators, Center Stage: Projects in Theatre Arts acknowledges the challenges teachers face in stimulating creativity within constrained class schedules and with limited preparation time. To address this, the program provides a wealth of ready-to-use activities that encourage active student participation. Each chapter contains a primary project alongside numerous supplementary ideas, all clearly detailed to minimize teacher preparation time and reduce student confusion. Clear, step-by-step instructions ensure that both teachers and students understand expectations, facilitating smooth execution of activities.

Center Stage: Projects in Theatre Arts emphasizes, thorough student preparation, requiring them to plan, organize, and rehearse their projects. Although this demands effort and may initially cause resistance, students ultimately learn that diligent preparation leads to success. This disciplined approach cultivates resourcefulness, self-confidence, and responsibility, empowering students as effective communicators.

Structured into three sections, the program begins with Part I, which delves into creative drama processes with a focus on improvisation. Part II explores formal theatre, oral interpretation, storytelling, and theatre in the digital age. Part III dives deeper into specific roles in theatre, including acting, set design, and light design. Each section starts with a "Curtain Raiser" that provides an overview and warm-up activities to ready students for subsequent tasks. The conclusion of each part includes additional activities and connections that broaden students' understanding and appreciation of theatre concepts.

Each chapter within the sections features:

- Key Words and Questions: Designed to focus student attention on learning objectives, these

questions guide reading and activities, culminating in written responses.

- Preview: Offers background information relevant to the chapter's activities.
- Warm-ups: Engages students and prepares them for the main activities.
- Activity: Usually comprising four components—Create, Perform, Respond, and Evaluate and Reflect—this structure ensures comprehensive engagement. The Reflect component ties back to the initial questions, reinforcing learning outcomes. Additionally, reproducibles for peer evaluation and answering key questions support collaborative and individual assessment.

Overall, this educational approach seamlessly integrates creative and formal communication methods, providing students with diverse opportunities to develop vital communication skills. Simultaneously, it supports teachers by offering organized, detailed resources that enhance instructional efficiency, ultimately fostering a learning environment where students thrive as confident, capable communicators.

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 Teacher Resource book. This book includes lesson support and suggestions for differentiated instruction supporting the student major tool. It also includes scripts and assessments. The Teacher Resource is available as a print softcover book or online in ebook format.

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 Center Stage: Projects in Theatre Arts.

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

Answer: For Center Stage: Projects in Theatre Arts, there is one Teacher Ancillary component—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: We support integrations via LTI 1.3 and One Roster 1.1 from 1EdTech. In addition, we support integrations with Clever, Classlink, Canvas, Google and a variety of others. For a complete list of supported integrations see the Support Center article Supported Integrations at <https://support.perfectionlearning.com/en/articles/9498341-supported-integrations>.

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. Suggested pacing guides for a semester or a yearlong course are provided in the Teacher Resource.

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 fit 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 Teacher Resource, teachers are referred to a support site (<https://centerstage.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 Center Stage: Projects in Theatre Arts 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) in 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 Teacher Resource of Center Stage: Projects in Theatre Arts also supports 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, Center Stage Projects in Theatre Arts does not have an ESSA evidence report.

Bid Materials & Links (IM4)

Item (ISBN):

Center Stage: Projects in Theatre Arts Student Edition Hardcover (9781663684868)

Type: Major Tool (Priced)

Format: Print Based

Price: 49.99 \$

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>
