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USE OF ELEMENTS OF THEATRE AS TEACHING STRATEGIES TO INCREASE PRESERVICE TEACHER SELF-EFFICACY AND PROFICIENCY IN THE ART, SCIENCE, AND BUSINESS OF TEACHING

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Abstract

Teacher education programs have been based in the craft of teaching: the combination of both science (*what*) and art (*how*) of teaching (Gathercoal, 2012). However, new teachers are reporting that their education is too theoretical (NCCTQ, 2007). Separating the art of teaching from the science will better prepare teachers for the classroom and role-play can be used to develop skills in the art of teaching. The Davidson-Taylor Preservice Teacher Evaluation (DTPTE) is a learning-outcome based assessment and effectively evaluates the knowledge and skills of preservice teachers' abilities in the art, science, and business of teaching. Accrediting bodies require that educational programs provide learning outcome based evidence that their teacher candidates have knowledge and skills they need for teaching, along with the dispositions necessary, and the ability to use all of these attributes in order to help all students learn; the DTPTE can help show evidence of this learning.

Keywords: Preservice teacher education, preservice teacher development, art of teaching, science of teaching, business of teaching, role-play