Theatre in our Schools Month Outstanding Impact Award 2026

Thank you for participating in Theatre in Our Schools Month (TiOS)! In order to receive the TIOS Outstanding Impact Award, a school must coordinate activities to advocate for the importance of theatre in our schools in the two categories detailed below. The award is open to any K-12 theatre program.

- **In Your Classroom:** Use of TiOS 2026 Curriculum to engage students in the classroom.
- **In Your School:** Use the EdTA Local Advocacy Guidebook to engage your principal, school board, or other local leaders.

In Your Classroom

Goal	Educators integrate advocacy-focused lesson plans found on the EdTA Learning Center to promote student voice and advocacy in the classroom.
Skills Demonstrated	Teacher and students engage in reflective practice focused on advocacy goals in the lesson. Includes strong artifacts (photos, student writing, performance clips, testimonials, etc.) demonstrating learning. Assessment clearly measures understanding of advocacy.
Evidence	Submit 3-4 images with captions that reflect on and explain the student engagement and/or a 2-3 minute video of students creating work that emerge from the lesson plan Additionally, submit student reflections, lesson artifacts, and assessments
Evaluation	10 points reviewed based on student engagement and evidence of meaningful dialogue through the use of the TIOS Lesson Plan most applicable to the grade(s) you teach.

Educational Theatre Association®

Theatre IN OUR Schools

Disney THEATRICAL GROUP

In Your School

Goal	Students and educators engage in local advocacy focused on student voice and advocacy for theatre education at the local level using the Local Advocacy Guidebook.
Skills Demonstrated	Advocacy efforts include multiple high-quality activities (presentations, displays, student-led events, admin outreach, public messaging, etc.). Activities show strong planning, creativity, and clear impact. Advocacy goals are clearly articulated, intentional, and aligned with TIOS Month's mission of promoting access to quality theatre education.
Evidence	Submit 3-4 images with captions that explain the student engagement and/or a 2-3 minute video of student advocacy at local level that emerge from the EdTA Local Advocacy Guidebook. Additionally, submit any student reflections and engagement artifacts.
Evaluation	10 points reviewed based on student leadership, engagement at the local level, and advocacy for theatre education.

In Your Classroom Rubric

Performance Indicator	Description	1pt	.75 pts	.5 pt	.25 pt
Alignment with Advocacy Goal	Lesson clearly integrates an **advocacy-focused lesson plan** from the EdTA Learning Center. Demonstrates a purposeful connection to promoting **student voice and advocacy**.	Lesson clearly integrates EdTA advocacy resources and strongly promotes student voice and advocacy.	Lesson mostly aligns with EdTA advocacy goals and supports student voice.	Some elements of the advocacy lesson appear but lack intentional alignment.	Minimal or unclear connection to an EdTA advocacy-focused lesson plan.
Clarity of Advocacy Objectives	Advocacy goals for the lesson are clearly stated, developmentally appropriate, and evident in classroom activities.	Goals are fully articulated, developmentally aligned, and strongly evident throughout the lesson.	Goals are clear and generally appropriate to instruction and student level.	Goals are present but not consistently evident in activities.	Advocacy goals are unclear, missing, or inappropriate for students.
Teacher Reflective Practice	Submission shows evidence of teacher reflection on how advocacy emerged through instruction and student engagement.	Reflection provides strong, thoughtful insight into advocacy learning and instructional impact.	Reflection clearly describes advocacy outcomes from the lesson.	Reflection notes some advocacy connections but lacks depth.	Reflection is minimal or does not reference advocacy learning.

Performance Indicator	Description	1pt	.75 pts	.5 pt	.25 pt
Student Reflective Practice	Students reflect meaningfully on their advocacy experiences, insights, or growth (written, recorded, or spoken).	Student reflections demonstrate deep insight, growth, and thoughtful engagement with advocacy.	Students reflect meaningfully on advocacy experiences.	Some students reflect, but responses are general or superficial.	Little to no student reflection included.
Quality of Artifacts	Submitted artifacts (photos, writing, performance clips, testimonials, etc.) are clear, relevant, and strongly demonstrate learning.	Artifacts are high-quality, relevant, and strongly communicate student learning and advocacy impact.	Artifacts clearly demonstrate advocacy learning.	Artifacts show some relevance but lack strength or clarity.	Artifacts are limited, unclear, or unrelated to advocacy.
Depth of Student Engagement	Images, video, or artifacts show students actively engaged with the lesson's advocacy goals.	Students demonstrate strong, purposeful engagement fully aligned with advocacy goals.	Students are visibly engaged with advocacy-focused tasks.	Students show some engagement but not consistently tied to advocacy goals.	Student engagement appears minimal or passive.

Performance Indicator	Description	1pt	.75 pts	.5 pt	.25 pt
Evidence of Meaningful Dialogue	Documentation demonstrates authentic student discussions, questions, or collaborative inquiry related to advocacy.	Documentation shows rich, authentic dialogue, inquiry, and collaboration around advocacy.	Students engage in meaningful discussion connected to advocacy.	Dialogue is present but may be limited or surface-level.	Minimal or no evidence of student dialogue about advocacy.
Alignment with TIOS Lesson Plan	The selected **TIOS Lesson Plan** is appropriate for the grade level(s) taught and clearly guides the structure of the lesson.	TIOS plan strongly guides lesson structure and enhances advocacy outcomes.	TIOS plan is appropriate and clearly informs the lesson.	Lesson uses the plan but not consistently or effectively.	TIOS lesson plan connection is unclear or inappropriate for grade level.
Assessment of Advocacy Learning	Assessment tools clearly measure students' understanding of advocacy concepts, skills, or actions.	Assessment clearly and effectively measures advocacy concepts, skills, and actions.	Assessment measures advocacy understanding with reasonable accuracy.	Assessment attempts to measure advocacy but lacks clarity or alignment.	No clear assessment of advocacy concepts or skills.

Performance Indicator	Description	1pt	.75 pts	.5 pt	.25 pt
Completeness & Clarity of Submission	Submission includes **3–4 captioned images** *or* a **2–3 minute video**, plus any reflections or assessments. Captions or explanations clearly connect artifacts to advocacy learning outcomes.	Submission is thorough, well-organized, and clearly ties all artifacts to advocacy outcomes.	Submission is complete and clearly connects artifacts to advocacy learning.	Submission includes required components but lacks clarity or strong connections.	Submission is incomplete or unclear.

In Your School Rubric

Performance Indicator	Description	1pt	.75 pts	.5 pt	.25 pt
Alignment with Advocacy Goal	Advocacy efforts clearly use the **EdTA Local Advocacy Guidebook**. Focus is on elevating **student voice** and promoting **theatre education** at the local level.	Strong, intentional use of guidebook; student voice and theatre advocacy are central and highly evident.	Clear use of guidebook and consistent focus on student voice and theatre advocacy.	Some use of guidebook; partial focus on student voice or theatre advocacy.	Limited or unclear use of the EdTA Local Advocacy Guidebook; little evidence of student voice.
Clarity of Advocacy Objectives	Advocacy goals are intentionally designed, clearly articulated, and aligned with **TIOS Month's mission** of promoting access to quality theatre education.	Objectives are fully articulated, intentional, and strongly aligned with TIOS Month mission.	Objectives are clear and aligned with promoting access to theatre education.	Objectives partially clear or only loosely aligned with mission.	Objectives unclear or not aligned with TIOS Month mission.
Breadth of Advocacy Activities	Submission includes evidence of **multiple activities**, such as presentations, displays, student-led events, outreach, or public messaging.	Wide range of high-quality advocacy activities (presentations, displays, engagement, events, messaging, etc.).	Multiple advocacy activities are present and relevant.	Some variety but activities may be uneven or limited in execution.	Few activities; limited variety or scope.

Performance Indicator	Description	1pt	.75 pts	.5 pt	.25 pt
Quality & Creativity of Activities	Activities show strong planning, originality, and thoughtful execution.	Activities demonstrate exceptional planning, creativity, and innovation.	Activities are well-planned and demonstrate thoughtful execution.	Activities show some planning and occasional creativity.	Activities show minimal planning or creativity.
Demonstrated Student Leadership	Students take visible leadership roles in planning, presenting, or facilitating advocacy efforts.	Strong, sustained student leadership; students drive planning, presenting, and outreach.	Students take clear leadership roles in advocacy efforts.	Some leadership shown but not consistently.	Limited evidence of student leadership.
Evidence of Engagement at the Local Level	Documentation shows meaningful interaction with school stakeholders (administrators, peers, staff, parent groups, etc.).	Strong, intentional interaction with multiple stakeholders (admin, staff, peers, parents, etc.).	Meaningful engagement with key stakeholders at the school level.	Some engagement (e.g., admin or peers) but limited impact.	Minimal engagement with school stakeholders.
Demonstrated Impact	Activities illustrate a clear contribution toward awareness, dialogue, or support for theatre education.	Advocacy efforts lead to significant awareness, dialogue, or support for theatre education.	Evidence shows clear contribution to advocacy awareness or dialogue.	Some impact, but limited in clarity or reach.	Little to no demonstrated impact on awareness or dialogue.

Performance Indicator	Description	1pt	.75 pts	.5 pt	.25 pt
Quality of Artifacts Submitted	Images, video, reflections, and other artifacts clearly communicate student involvement and advocacy outcomes.	High-quality artifacts that compellingly show student advocacy and engagement.	Artifacts are clear, relevant, and effectively communicate advocacy outcomes.	Artifacts somewhat relevant but lack clarity or depth.	Artifacts unclear, incomplete, or not aligned with advocacy work.
Reflection on Advocacy Work	Student and educator reflections provide insight into the purpose, process, and outcomes of the advocacy efforts.	Deep, meaningful reflections showing strong understanding of advocacy purpose, process, and impact.	Reflections provide insight into the purpose and outcomes of advocacy.	Some reflection present but surface-level.	Minimal or missing reflection from students or educators.
Completeness & Clarity of Submission	Includes **3–4 captioned images** *or* a **2–3 minute video**, plus any additional reflections or artifacts. Captions and explanations are clear, concise, and connect evidence directly to advocacy goals.	Fully complete, well-organized submission with clear, concise captions connecting all artifacts to advocacy goals	Complete submission with clear captions and logical organization.	Most components included but lacking clarity or strong links to goals.	Submission incomplete or unclear; missing required components.