

Morrison Center for the Performing Arts Presents

THE



AWARDS

HONORING EXCELLENCE IN
IDAHO HIGH SCHOOL MUSICAL THEATRE

2024

**ADJUDICATOR
GUIDELINES**



Dear 2024 Patty Duke Awards Adjudicator,

Thank you for your interest in joining us for another exciting year of high school musical theater as an adjudicator for the Patty Duke Awards Program. As we continue our mission to recognize, celebrate, and encourage the extraordinary achievements in musical theater among high school students within the State of Idaho, we recognize that this program cannot function without your expertise and support.

The feedback that you provide educators and students has proven to be a valuable tool in school's efforts in building strong, robust theater and musical theater programs.

IMPORTANT: Please join us **Tuesday, November 28th, 2023 from 5:30-7:00 pm, at the Morrison Center for the Performing Arts**, to enjoy some delicious refreshments and learn about this year's Regional High School Musical Theatre Awards Program, the Patty Duke Awards. *For those schools outside of the Treasure Valley, a Zoom link will be sent to you once you RSVP.*

Please RSVP for the 2024 Patty Duke Awards Adjudication Information Session [HERE](#).

This session will walk through the Adjudication Guidelines Packet and full program details, including some awards category changes and other adjudication adjustments for the 2024 season.

Looking forward to another amazing year!

Sincerely,

Luke Lords
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1. THE PATTY DUKE AWARDS MISSION

The Patty Duke Awards recognize, celebrate, and encourage the extraordinary achievements in musical theater among high school students within the State of Idaho. This program aims to create visibility and support for high school musical theater programs and to highlight the importance of musical theater and arts education in our extended community.

2. THE PATTY DUKE AWARDS VALUES

The Patty Duke Awards are committed to fostering a vibrant and inclusive community where all voices are celebrated and heard. We strive for equity by providing equal opportunities for participation, recognition, and growth, regardless of race, ethnicity, gender, sexual orientation, ability, or socio-economic status. We support educators in their efforts to ensure equitable and inclusive casting in their productions, both onstage as well as backstage. As we work together in these efforts, we hope to create a culture where the world truly is a stage for everyone.

3. PROGRAM OVERVIEW

The Patty Duke Awards is an initiative of the Morrison Center for the Performing Arts, in conjunction with the Broadway League, that celebrates extraordinary achievements of your musical theater artists.

The Patty Duke Awards consists of four main components:

a. Adjudication

Groups of community adjudicators comprised of performing arts educators, professionals, and experts attend and review participating schools' musical productions. Students and directors receive valuable, constructive feedback that can be used to grow and strengthen their future work. Adjudication is the foundational component of the Patty Duke Awards program.

b. Awards and Recognition

Based on adjudication results, schools receive awards that honor their achievements in performance, technical, and creative categories.

The Patty Duke Awards is designed to be celebratory rather than competitive in nature. Any student or school at an outstanding level is recognized for their achievement. Multiple winners may be named in each category as achievements merit.

c. The Patty Duke Awards Ceremony

The year culminates in a professionally produced Tony Awards style ceremony at the Morrison Center for the Performing Arts in Boise, Idaho. The awards ceremony is a full evening featuring excerpts from award-winning productions.

In addition to being a celebration of student achievements, the Patty Duke Awards Intensive Week allows students the opportunity to learn from their musical theater

peers, as well as to work directly with a guest choreographer from New York City to rehearse two ensemble performances for the ceremony.

d. Learning Opportunities

Participating schools receive access to exclusive learning opportunities offered throughout the year that are designed to help both students and educators advance their understanding of the craft. Workshops and masterclasses addressing performance, technical and creative topics are led by industry professionals.

4. PURPOSE

Our Adjudicators' primary role is to attend high school musicals and offer educationally focused, critical feedback on elements of the production. This includes, but is not limited to, students' theatrical performance, vocal music execution, choreography, and direction. Feedback is given to schools with the dual intent to educate participants, elevate performance levels, and to serve as a tool to determine merit-based awards.

5. ADJUDICATOR SELECTION

All adjudicators are selected by the Morrison Center for the Performing Arts Education Department based upon their qualifications and experience in musical theater, directing, acting, vocal music, technical theater, and related fields. All adjudicators complete training **each year** prior to evaluating any production for the season.

6. RESPONSIBILITIES AND DUTIES

Training will be provided in-person as well as virtually. All training must be completed within the specified timeline.

Adjudicators **must** be willing and available to review at least four school productions per school year and complete the adjudication process. Judges must also sign up as an alternate judge to an additional performance. The adjudication process consists of completing a written evaluation, score assessment, and nomination ballot within **five days** of viewing the production. In cases where adjudicators view more than one show in a weekend, completed adjudicator materials are due **one week after each attended performance respectively**.

On average, the electronic Evaluation Form (consisting of scores and written comments) and the Nomination Ballot take our adjudicators approximately two to three hours to complete.

Adjudicators must have a valid email address and check it routinely for program-related communications throughout the year. Email is the primary method used to communicate with adjudicators. Patty Duke Awards staff may contact adjudicators throughout the year with clarifying questions if needed.

In addition, adjudicators are required to communicate conflicts of interest, including but not limited to:

- a. Having an existing personal relationship with a member of the director team or student in the cast
- b. Serving as a personal coach or voice teacher of a student in the cast
- c. Being a recent alumni of the high school
- d. Being a former student of a current member of the director team
- e. Other personal connections that a member of the public could question as having affected your ability to be an impartial responder to the production.

Adjudicators should not publicly share what schools they have been assigned to review.

7. FEEDBACK CRITERIA

Adjudicators must be able to provide written feedback that meets the following criteria:

- Celebrates students, directors, and schools wherever they are on their journey as performers, technicians, or other applicable role in the theater.
- Gives constructive feedback that focuses on the next steps for growth and improvement, based only on what you observed at the performance as a member of the audience. Provided feedback avoids assumptions about the rehearsal process nor references other productions.
- Justifies the rating given on the Evaluation Form against the rubrics within the Adjudication Standards by giving concrete, specific examples rooted in the viewed production or performance. Does not make comparisons between students, schools, or other versions seen of the same title.
- Respects the various levels of resources that each individual student and school has available to them and provides feedback based on what the school is able to accomplish within those resources.
- Communicates clearly through use of full, grammatically correct sentences and accurate spelling.
- Always err on the side of the production/student/director, when scoring, especially when going back and forth between two numbers.

8. SUPPORT AND PERFORMANCE MANAGEMENT

In order to cultivate an equitable, growth-minded adjudication process, the Patty Duke Awards provides the following supports and checks for member of the adjudicator pool:

a. Training/Planning

Program staff establish the adjudication procedures and goals at the beginning of the year. Adjudicators will be trained at the beginning of every year according to these principles and their tenure with the program.

b. Coaching and Revision

Program staff will regularly check in with adjudicators to provide coaching and feedback if needed.

Please note that program staff will ask for revision to scores and/or written feedback on an ongoing basis if a completed evaluation does not meet the scoring and feedback guidelines. Adjudicators may also request the opportunity to discuss their work with program staff via a Zoom call for their continued learning and development.

c. Performance Improvement, if Needed

All adjudicators are expected to perform at acceptable levels. If performance problems persist, adjudicators will be counseled up to and including being asked to step down from the adjudicator team. In general, when adjudicator performance falls below acceptable levels, program staff may begin performance improvement steps.

1. *First Warning:* A member of the program staff will discuss performance after informal coaching has already taken place. This discussion is: (a) stating and defining the issue; (b) developing an action plan with adjudicator input and consensus, and (c) establishing a date for follow-up assessing adjudicator progress.
2. *Second Warning:* Occurs when performance has not significantly improved subsequent to the first warning (at least one adjudication must have been completed since the first warning).
3. *Release Adjudicator from Team:* If sub-standard performance continues, the adjudicator may be released.

*The Morrison Center for the Performing Arts
reserves the right to dismiss an adjudicator at any time*

9. ADJUDICATOR WEBSITE

The Patty Duke Awards now has a landing page for all adjudication information. Please visit www.morrisoncenter.com, hover over the Education tab, and click on “Adjudicators.” You will need to create a username and password in order to access this page. Here you will find the Adjudication Forms, Nomination Ballot, and all Rubrics you will need in order to complete your adjudication of a show. You will also find the link to sign up for adjudicating shows.

10. STEPS TO THE ADJUDICATION PROCESS

a. Signing up for a show

Adjudicators will have until December 1, 2023 to sign up for *four adjudication slots and one alternate slot*. After that, an email will be sent requesting that any remaining slots be filled. Judges will sign up for adjudication slots using an excel sheet shared document that can be found at www.morrisoncenter.com in the “Adjudicators” password protected page.

Judges MAY NOT sign up for schools which present a conflict of interest (i.e. previously taught at the school, works with students who are auditioning, has a close relationship with the staff, etc.).

If an adjudicator later discovers that they are unable to adjudicate a performance, they are responsible for contacting the alternate judge as soon as the conflict is known and informing the Patty Duke Awards Program of the change.

Adjudicator contact information can be found at www.morrisoncenter.com in the “Adjudicators” password protected page.

b. Pre-performance

Two weeks before each school’s adjudication date, the Patty Duke Awards program will confirm details with the school and share with the judges:

- School or show venue address
- Parking information
- Qualifying award categories

All information can also be found at www.morrisoncenter.com in the “Adjudicators” password protected page.

c. Discussions with School Staff or Teacher

- Do acknowledge the unique challenges of the year; but don’t indulge in negative conversations.
- Do not tell them who you are awarding as their nominees or how you came to that decision.
- Do not provide any specific feedback on students in person.
- Do maintain a professional, yet fun and educational atmosphere.

d. Evaluation Scores, Performance Feedback and Rubrics

After attending the production, all judges will submit Evaluation Scores and Performance Feedback.

- Evaluation Scores are the quantitative response, given as numerical scores. Schools will NOT receive these number at any point.
- Performance Feedback is the qualitative response to a show, given as written responses to questions about the performance. Schools WILL receive these responses and teachers may use these for educational growth.
- Scores and Feedback must be submitted within **five days** of viewing the production and audition.
- All Performance Rubrics can be found at www.morrisoncenter.com.
- You must retain your paper rubrics and notes until June 1, 2024.

The Evaluation Scores are how winners are determined for the Patty Duke Awards. Everything is scored on a 10-point scale:

10 – 9	Mastery
8 – 6	Advanced
5 – 3	Skilled
2 – 1	Proficient

Please use quarter points when you deem it appropriate. This helps us avoid ties.

Before finalizing any scores, look over all rubrics to ensure your scoring remained consistent and aligns with your feedback and overarching assessment.

11. INITIAL JIMMY AWARDS BEST ACTOR / BEST ACTRESS VOCAL AUDITION

- a. All performers who are cast in a Qualifying Lead Role must return to the performance space on the adjudicated performance date once the house is cleared, or 30 minutes prior to curtain, to present a 16 to 32-bar audition selection of their choice from any musical theater score. ***All eligible Lead Roles must participate to qualify in the category.***
- b. Students may not start over during their audition and will not receive any communication from the judges. In the case of a technical error with accompanist or track, the Patty Duke representative will determine if the student can start over and/or where the student should pick back up. If a student makes an error, they must pick back up on their own to continue their audition or choose to conclude their audition slot by saying their closing slate.
- c. RESUME and HEADSHOT: A digital copy of each Qualifying Lead Role student’s resume and headshot must be submitted in your school’s Google Folder *two weeks* prior to the adjudication date. The judges should not be provided printed copies; however, failure to submit digital copies two weeks prior to adjudication will make the school ineligible in this category.
- d. AUDITION SLATE: Each actor should slate at the beginning of their audition. The slate should include the actor’s name, song title and show title. For example, “My name is Luke Lords and I will be singing a selection of ‘Somewhere Over the Rainbow’ from *The Wizard of Oz*.” Actors should conclude their audition by reiterating their name and saying ‘thank you.’ For example, “My name is Luke Lords. Thank you for your time.”
- e. ACCOMPANIMENT: Each school must provide their students with an accompaniment track (no vocals or backing; no karaoke tracks *if they have background vocals*) or a live accompanist for this initial adjudication.

12. ADJUDICATION BENEFITS

As a Patty Duke Awards Adjudicator, you will receive the following:

- A \$175 stipend per school attended if full requirements are completed. You will receive one check with the total stipend after the last Patty Duke Awards Performance has passed on April 26, 2024.
- Two complimentary tickets to each performance you adjudicate.
- Two complimentary tickets to the 2024 Patty Duke Awards Ceremony.
- A positive impact on students who are excited to share live theater!

Please note that the information found in this packet is subject to change with advanced notice

**THANK YOU FOR YOUR FLEXIBILITY AND WILLINGNESS TO ENHANCE
POWERFUL THEATER EXPERIENCES IN OUR COMMUNITY!**