

# ITF Chapter Select Showcase 2026–2027 Guide

An Educational Theatre Association Program



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# Celebrate your Thespians at ITF

The International Thespian Festival's (ITF) **Chapter Select Showcase** celebrates storytelling and performance from Educational Theatre Association (EdTA) chapters across the United States and around the world.

The showcase includes a robust lineup of short performances including one-acts, cuttings from full-length productions, reader's theatre, dance, mime, comedy, drama, etc.

Each chapter may recommend one outstanding performance adjudicated during their festival for inclusion in the ITF Showcase. Chapters must notify EdTA if they plan on recommending a performance by **September 1** in order to ensure their performance slot.

This guidebook is designed to give you all the information you need to celebrate your International Thespian Society (ITS) State Chapter on the ITF Stage!

*The production team that ran the theater was extremely helpful and fun to work with.*

*Even the ushers were so supportive. They gave fist bumps to the kids and wished them luck on the show as we walked by to go backstage.*

*Last night was the perfect experience for my students."*

– Allen Price, Troupe Director

## Participation Eligibility

- Any Thespian troupe in good standing with ITS and EdTA is eligible to present their material in the Chapter Select Showcase at ITF.
- Must be recommended by their chapter.
- Troupes selected for Chapter Select Showcase are not eligible to perform in Opening Showcase and Main Stage. May be eligible for Thespy Showcases.
- Designate a Primary Adult Leader (PAL) for your troupe.
- Secure permission from publisher(s) of all copyrighted material (including script and music) to perform the show live one time during ITF, pay any associated royalties, and submit by deadline.
- All participants must be registered for ITF and balances must be paid in full by deadline. Share any ADA considerations, and submit any casting changes prior to registration deadline.
- All participants must be housed in an **official** ITF hotel.
- All participants are expected to follow EdTA's code of conduct and adhere to stage safety best practices.

***Ten minutes to set. Five minutes to strike.  
Forty-five minutes to shine.***

***Chapter Select gives outstanding student storytelling  
the biggest stage in high school theatre.***

## Performance Eligibility & Production Requirements

- Performances must be adjudicated at their chapter festival.
- Performance run time must be between 15 minutes and 45 minutes. Performance run time may not exceed 45 minutes.
- Must be available to load-in and perform during assigned performance day/time based on ITF production schedule. Production must be able to be set up 25' 7" x 25' 7" play space (from bare stage to lights up) in 10 minutes or less.
- Must be able to strike (lights down to bare stage) in 5 minutes or less.
- Must use chapter select lighting plot as provided by ITF production team.
- May not use theatrical fly system, projections, special effects/pyrotechnics or wireless microphones.
- Props is defined as any item that will fit through a single door and can be carried on and off stage by a single person during the performance.
- Limit the size and number of props to only those essential to the plot.
- Prop storage space (4' x 6') is available during limited time based on assigned performance day/time.
- Rehearsal space is not available prior to the scheduled performance time.
- Troupes are not allowed onstage until their set-up time begins.
- Dressing rooms are not available.
- Thespians should arrive show ready.

- Submit digital programs (that include any updated cast, crew, advertisements, thank-you notes, etc.) for ITF mobile app.
- Provide licensing agreements.
- Attend pre-event production meeting(s).
- Must follow all safety guidelines as determined by ITF production team.

### **Provided Props**

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- |                            |                       |
|----------------------------|-----------------------|
| • Wooden desk (1)          | • Stacking chairs (6) |
| • Wooden desk chair (1)    | • Bench (1)           |
| • Wooden kitchen table (1) | • Ladder (1)          |
| • Stools (6)               | • Music stands (8)    |
| • 16-inch square cubes (8) | • Piano               |

## Timeline & Expectations

**September 1** – Chapter Leaders must verify participation to ensure performance slot.

**September 15** – Chapter Leaders will receive a link to recommendation form and Chapter Select Showcase Checklist for troupes interested in being considered.

Submissions open **September 15** and close **April 30**, on a rolling basis tied to each chapter's festival schedule. Once your chapter festival concludes, here's what to expect:

- **Within one week of chapter festival**, Chapter Leader must submit recommendation form.
- **Within one week of receiving recommendation**, EdTA must issue acceptance form to PAL.
- **Within one week of receiving invitation**, PAL must submit acceptance form.

## Safety Guidelines

ITF production team determines safety guidelines that must be followed by performing troupes. Some performance venues have agreements with the IATSE labor union and may inform how production is set up, run, and struck by student crew. Safety guidelines, union rules, and venue policies will be shared with performing troupes in advance.

To support our teachers and provide a safe performance experience, EdTA and ITF have partnered with the United States Institute for Theatre Technology (USITT) to provide stage safety resources and educational materials. The following standards must be reviewed and adhered to by any troupe performing at ITF:

- [Walking and Working Surfaces](#) (OSHA 1910.25)
- [Guidance on OSHA Standards for Work Surfaces/Platforms](#) (OSHA 1910.28)
- [Stairways and Ladder Safety](#) (OSHA 1926.1052)
- [Guidance on OSHA Requirements for Guardrail and Safety Railing Compliance](#)

# Requirement Checklists

## For Chapter Leaders

- ☐ Notify EdTA if planning on recommending a performance by **September 1** in order to ensure their performance slot.
- ☐ Promote opportunity to eligible troupes
- ☐ Provide checklist to interested troupes
- ☐ Recruit, train and assign production adjudicators
- ☐ Adjudicate performances at chapter festival
- ☐ Submit completed recommendation form for eligible production, to include adjudicator feedback, to EdTA within 1 week of chapter festival

## For Primary Adult Leader (PAL)

- ☐ Secure & document publisher's express permission for live performance during ITF
- ☐ Secure & document district approval for troupe to register/attend ITF
- ☐ Register / pay for all participants, including adults, to attend ITF
- ☐ Coordinate all travel and hotel accommodations for troupe
- ☐ Provide EdTA accurate detail on performance content and technical aspects
- ☐ Provide EdTA script of any original or non-published work
- ☐ Provide digital program (pdf or url)
- ☐ Participate in planning meeting(s) with ITF staff
- ☐ Collaborate with EdTA to adapt production to ITF venue / technical specifications
- ☐ Contribute to development of study guide for your performance



International  
Thespian  
Festival

## Chapter Select Showcase Adjudication Rubric

| Skill          | Above standard<br>4 Points                                                                                                                       | At standard<br>3 Points                                                                                                                   | Near standard<br>2 Points                                                                                                               | Aspiring to standard<br>1 Point                                                                                                         | Score |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Concept</b> | The overall production demonstrates a well-developed unifying vision with choices that enhance the play's meaning, theme, mood, time, and place. | The overall production demonstrates a vision, but lacking depth in choices that enhance the play's meaning, theme, mood, time, and place. | The overall production demonstrates an underdeveloped vision that lacks cohesion with the play's meaning, theme, mood, time, and place. | The overall vision for the production is unclear, ineffective and lacks cohesion with the play's meaning, theme, mood, time, and place. |       |

**Comment:**

|                 |                                                                                                         |                                                                                                                          |                                                                                                                  |                                                                      |  |
|-----------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|
| <b>Ensemble</b> | Evidence that all participants work collaboratively together with awareness and empathy towards others. | Evidence the ensemble is mostly cohesive; minor inconsistencies in collaboration, awareness, and empathy towards others. | There is evidence of inconsistencies within the ensemble; lacking collaboration and engagement with one another. | The ensemble lacks cohesion, making the performance feel disjointed. |  |
|-----------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|

**Comment:**

| Skill                   | Above standard<br>4 Points                                                                                                                                                           | At standard<br>3 Points                                                                                                                                         | Near standard<br>2 Points                                                                                                                                                 | Aspiring to standard<br>1 Point                                                                                        | Score |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Characterization</b> | Actors create well-developed characters that are emotionally and physically believable with consistency. Actors make committed and distinctive choices/tactics towards an objective. | Characters are mostly believable, with minor inconsistencies in emotional and/or physical portrayal. Character choices/tactics are present but not distinctive. | Characters lack depth and/or clarity in performance, with inconsistent emotional and/or physical believability. Character choices/tactics are present but underdeveloped. | Characters are flat, unconvincing, and/or inconsistently portrayed. Character choices/tactics are unclear and/or weak. |       |

**Comment:**

|              |                                                                                                                                                                                           |                                                                                                                                                                                      |                                                                                             |                                                                                                                                                                                |  |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Voice</b> | Performers exhibit sharp diction, varied and expressive tone, and strong projection that ensures every word is clearly heard and contributes to the lacking emotional character and text. | Performers struggle with articulation, tone difficulty with diction, variety, and/or projection, making certain lines difficult to understand and/or significantly affecting impact. | Performers have monotone delivery, and/or weak projection, comprehension and/or engagement. | Voice work is unclear, frequently inaudible, and/or lacks necessary expressive qualities, making dialogue difficult to follow and diminishing the performance's effectiveness. |  |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Comment:**

| Skill                                                                                                          | Above standard<br>4 Points                                                                                                                                     | At standard<br>3 Points                                                                                                                                           | Near standard<br>2 Points                                                                                                                                | Aspiring to standard<br>1 Point                                                                                                                                       | Score                       |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>Pacing</b>                                                                                                  | The play flows seamlessly with dynamic pacing that enhances the storytelling. Transitions are smooth, and shifts in energy feel intentional and well-executed. | The pacing is uneven, with noticeable fluctuations in energy that occasionally disrupt the flow of the performance. Some transitions feel rushed and/or sluggish. | The pacing is inconsistent, leading to a disjointed performance. Transitions are awkward; scenes drag and/or feel rushed, affecting audience engagement. | The pacing is ineffective, making the play difficult to follow. There is little sense of rhythm, and timing issues significantly hinder the impact of the production. |                             |
| <b>Comment:</b>                                                                                                |                                                                                                                                                                |                                                                                                                                                                   |                                                                                                                                                          |                                                                                                                                                                       |                             |
| The script has a strong educational value.                                                                     |                                                                                                                                                                |                                                                                                                                                                   |                                                                                                                                                          | Yes <input type="checkbox"/>                                                                                                                                          | No <input type="checkbox"/> |
| The script is within the emotional capabilities and skill set of the students, and highlights their strengths. |                                                                                                                                                                |                                                                                                                                                                   |                                                                                                                                                          | Yes <input type="checkbox"/>                                                                                                                                          | No <input type="checkbox"/> |
| <b>Additional Adjudicator comments:</b>                                                                        |                                                                                                                                                                |                                                                                                                                                                   |                                                                                                                                                          |                                                                                                                                                                       |                             |
| <b>Total Score</b>                                                                                             |                                                                                                                                                                |                                                                                                                                                                   |                                                                                                                                                          |                                                                                                                                                                       |                             |

# See you at ITF!

Since launching, the ITF Chapter Select Showcase has spotlighted **254 productions** from **187 troupes** — including chapters from Singapore, the UAE, and Canada — bringing an estimated **2,500+ Thespians** and **213 educators** to the International Thespian Festival stage.

This guide is the key to helping celebrate your Thespians and State Chapters on the biggest stage in high school theatre. At the Educational Theatre Association, our goal is to make that process as convenient as possible.

*If you have any questions, please feel free to reach out to [kstone@schooltheatre.org](mailto:kstone@schooltheatre.org). We look forward to supporting your troupe and celebrating the achievements of your amazing educators and Thespians in Louisville next year!*