

# Reflective Practice in P-12 Dance Education

SPRING 2014

Parrish

1. Course prefix and number: DCE 646
2. Course Title: Reflective Practice in P-12 Dance Education
3. Credits: 3
4. Course Prerequisites/Co: requisites: DCE 651 or other Graduate course in choreography
5. For Whom Planned: Graduate students enrolled in the Master of Arts in Dance Education
6. Instructor:

Dr. Mila Parrish

Department of Dance - University of North Carolina at Greensboro

PO BOX 26170 - Greensboro, NC 27402-6170

Office Hours Wednesday 12:00-3:00 or by appointment

Cell: 480-221-7754 email: milaparrish@uncg.edu

7. Catalogue description: Reflective practice in P-12 Dance Education (3:3).

*Pr. Admission to MA in Dance Education.* Planning and implementation of projects related to masters standards for Dance licensure, with ongoing reflection and dialogue.

8. Teachers Academy Conceptual Framework Mission Statement: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

9. Course Goals and/or Objectives/Student Learning Outcomes (items in parentheses refer to North Carolina Department of Public Instruction standards for Dance Educators):

(See DPI Graduate Standards at the end of syllabus for references to specific standards. Students seeking NC Advanced M Licensure in Dance are expected to have met all standards by the completion of the program. Progress toward meeting these standards is reviewed as formative assessment. Students are expected to demonstrate minimum levels of proficiency in the standards below by the completion of this course.)

- a. The candidate participates in collaborative leadership to address educational problems. (DPI Graduate Standard 1, Teacher Leadership)
- b. The candidate provides leadership in working home-school-community partnership. (DPI Graduate Standard 2, Respectful Educational Environment)
- c. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting. (DPI Standard 2, Respectful Educational Environment)
- d. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes. (DPI Standard 4, Student Learning)
- e. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior. (DPI Standard 4, Student Learning)
- f. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings. (DPI Standard 4: Student Learning)
- g. The candidate reflects on and modifies instruction that fosters student learning. (DPI Standard 5, Reflection)

**10. Teaching Strategies:** This is a projects-based course delivered in an asynchronous online format. Assignments include readings and response papers, and applied practice (planning, teaching, assessing, and reflecting upon one unit of study).

**11. Evaluation Methods and Guidelines for Assignments:** Grades will be determined by regular assessment by the instructor. Rubrics and criteria for evaluation are posted with the assignments on Blackboard. Grades will be posted on Blackboard in the online grade book.

**See full description of Assignments below**

**ASSIGNMENT OVERVIEW**

Part 1 WK 1-2	Reading part 1 - articles – worksheet – discussion - reflection	10
Part 2 WK 3-4	Reading part 2 - articles – worksheet – discussion - reflection	10
Part 3 WK 5-6	Reading part 3 - articles – worksheet – discussion - reflection	10
Part 4a WK 7	a. 1 page self assessment and minor revision of curricula created in DCE 606	10
Part 4b WK 8	b. Complete abbreviated blooms grid, question grid, and detailed assessment plans for curricula	30
Part 4c WK 9	c. Curriculum plan - Identify and fully describe one section of curricula to be completed. (Front matter, rev 6 session grid [from 606], and fully described session.	
	Spring break (March 10-16)	
Part 4c WK 10-13	Implement curricula (inform instructor your calendar for completion and provide brief weekly updates during implementation) Must receive approved curricula prior to implementation.	
Part 5 WK 14	Curriculum assessment and documentation (3 methods)	10
Part 6 WK 15-16	Reflect on your work in this project	10
	<b>Total</b>	<b>100 points</b>

**Using the criteria indicated, all assignments will be graded on a 4.0 scale:**

- |         |        |              |
|---------|--------|--------------|
|         | A: 4.0 | A-: 3.7      |
| B+: 3.3 | B: 3.0 | B-: 2.7      |
| C+: 2.3 | C: 2.0 | F: Below 2.0 |

The total points from all assignments will determine the final grade, using the scale above.

**Required Materials:**

Computer and high-speed Internet access (of at least 9 hours per week at minimum) is mandatory for successful completion of this course. High-speed Internet connection is required.

**Assumptions & WEB Course Requirements:**

Web courses are delivered and completed solely through online means. Web courses, because there are no class meetings, also require that students are proactive, motivated, and fully responsible for their own coursework and assignments in a timely way. All assignments, readings, postings, and tests are due as scheduled. No late work or missed tests will be accepted unless prior approval from the instructor is granted. Therefore, students are strongly encouraged to work ahead of schedule and anticipate/plan for future assignments.

**Reporting Illnesses or Emergencies:** Please report serious illnesses or emergencies that may affect your performance in the course by email to your instructor at mparri4@uncg.edu.

**Computing & Technology Assistance:** For computing or technology assistance, please contact: UNCG Information Technology Service online at <http://its.uncg.edu/>  
Or call: 336.256.TECH (8324) Instructors cannot provide this assistance.

## 12. Required Text(s)/Readings/References:

All course readings are posted under each assignment on blackboard as PDF files or web links.

### A. Reflective Practice in teaching dance

- A. Kushner, S. (2006). Adolescents and Cultures of Reflection. In *Reflective practices in arts education* (pp. 13-22). Springer Netherlands.
- B. Lerman, L., & Borstel, J. (2007). Liz Lerman's critical response process: The core steps and an interview with Liz Lerman. *Contact Quarterly*, 33(1), 16-24.
- BC. RE-READ / SKIM HANDOUT Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning*. John Wiley & Sons. P 2-19
- C. Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning*. John Wiley & Sons. (Chapter 1)
- D. Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. HarperCollins.

### B. Issue and Activist curricula

- A. Beck, R. J., Cummins, J., & Yep, J. (2005). Picturing Peace: Local and Universal Symbols in Three Cultures. *Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities*, 1(1), 1-43.
- B. Beane, J. A. (2009). Social Issues in the Middle School Curriculum. *Social Issues and Service at the Middle Level (PB)*, 12. 9 (WAITING ON ARTICLE )
- C. Packard, B. W. L., Ellison, K. L., & Sequenzia, M. R. (2004). Show and Tell: Photo-Interviews with Urban Adolescent Girls. *International Journal of Education & the Arts*, 5(3), 1-20.
- D. Schultz, B. D., McSurley, J., & Salguero, M. (2013). Teaching in the cracks: Student engagement through social action curriculum projects. *The International Journal of Critical Pedagogy*, 4(2).

### C. Community curricula

- A. Sandlin, J. A., & Milam, J. L. (2008). "Mixing Pop (Culture) and Politics": Cultural Resistance, Culture Jamming, and Anti-Consumption Activism as Critical Public Pedagogy. *Curriculum Inquiry*, 38(3), 323-350.
- B. Assembly, U. G. (1989). Convention on the Rights of the Child. *United Nations, Treaty Series*, 1577(3).
- C. Fox, K. R. (2010). Children making a difference: Developing awareness of poverty through service learning. *The Social Studies*, 101(1), 1-9.
- D. Borstel, J. (2004). Liz Lerman Dance Exchange: An aesthetic of inquiry, an ethos of dialogue.

## OTHER INFORMATION

**Honor Code & Plagiarism:** This course is subject to standard rules, policies, and procedures regarding honor codes and plagiarism. Students must cite references and sources appropriately in module assignments, reports and projects.

### Academic Integrity:

Each student in this course is expected to abide the standards of academic integrity. Any work submitted by a student in this course for credit will be the student's own work. Students are encouraged to communicate with their class peers and to discuss information and concepts covered with other students. You can give help or receive help from other students. However, this permissible cooperation should never involve one student turning in an identical copy of an assignment. Should copying occur, both students will automatically receive a zero for the assignment.

### UNCG expects all students to follow the Academic Integrity Policy:

Please read this policy (<http://academicintegrity.uncg.edu/complete>) and ask the instructor if you have questions. Since collaboration is encouraged in this class, it is necessary only to notify the instructor when you plan to collaborate and be sure that the other collaborator's contributions are acknowledged.

## PARTICIPATION

Participation includes thorough completion of all readings, succinct postings, assignments, thoughtfully written reports/papers, and completion of all projects in a timely manner. This web course requires the student's significant attention to the schedule and engaged self-motivation and monitoring.

### Characteristics of Students Who Excel in this Web Course

- Self-motivated and responsible for their own learning;
- Understand that truly learning something takes hard work;
- Committed to developing their own successful study habits;
- Critical thinkers & reflective practitioners;
- Open-minded about *new* ideas, ways of thinking;

- Curious about dance arts and performance
- Proactive--- planning, preparing, and anticipating.

**Recommended Study Habits:**

- Set goals and deadlines for yourself at the beginning of the semester;
- Start your assigned readings and viewings *at least a week in advance*; do not wait until the night before to complete an assigned reading or project;
- Schedule uninterrupted chunks of time during the week and weekend for this course work

**Tips on Using This Syllabus:**

Use this syllabus to periodically self-assess your progress over the semester. Determine your level of commitment and progress, based on the content of this syllabus.

**Other Information:** Any other items you normally include on your course syllabus such as Academic Integrity Policy, Attendance Policy, Additional Requirements, etc:

a. If you are facing significant problems beyond your control which affect your work in class, please contact the instructor. If you have a certified disability which requires accommodation, please contact the instructor so accommodation can be made.

**b. UNCG expects all students to follow the Academic Integrity Policy.** Please read this policy (<http://academicintegrity.uncg.edu/complete>) and ask the instructor if you have questions. Since collaboration is encouraged in this class, it is necessary only to notify the instructor when you plan to collaborate and be sure that the other collaborator’s contributions are acknowledged.

**This is an asynchronous online course structured by a series of assignments.**

**13. Topical Outline:** This online course consists of a series of projects (attached) completed in dialogue with the instructor and other students enrolled in the course. Complete description of assignments below.

Detailed Topical Outline with deadlines																
WEEK	TASK	DUE DATE														
<b>Part 1</b> WK 1-2	1. Reading - articles on reflective practice instruction 2. Complete reflective practice - question response and post to BB 3. Skype or Google chat with partner – discuss articles and question response 4. Submit 2 page reflective practice reflection paper - cite specific connections to the readings, discussion with partner and your work in dance. Identify inclusion plan for reflective practice in your class.	Question response Reflection paper DUE Monday Jan 27  Discussion Partner <table border="1"> <thead> <tr> <th>TEAM 1</th> <th>TEAM 2</th> </tr> </thead> <tbody> <tr> <td>Reads a&amp;b</td> <td>Reads c&amp;d</td> </tr> <tr> <td>a Ilana</td> <td>f Stacey</td> </tr> <tr> <td>b Jessica</td> <td>g Erica</td> </tr> <tr> <td>c Jennifer</td> <td>h Cynthia</td> </tr> <tr> <td>d Jeneen</td> <td>i Leslie</td> </tr> <tr> <td>e Krista</td> <td>j Miranda</td> </tr> </tbody> </table>	TEAM 1	TEAM 2	Reads a&b	Reads c&d	a Ilana	f Stacey	b Jessica	g Erica	c Jennifer	h Cynthia	d Jeneen	i Leslie	e Krista	j Miranda
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<b>Part 2</b> WK 3-4 <b>Issues &amp; Activism</b>	1. Readings 2. Complete Issue activist question response post to BB 3. Skype or Google chat date with partner 2 discuss articles and question response 4. submit 2 page issues and activism reflection paper - cite specific connections to the readings, discussion with partner and your work in dance. Identify inclusion plan for activist and issue curricula in your class.	Question response Reflection paper DUE Monday Feb 10  Partner Assignments <table border="1"> <thead> <tr> <th>TEAM 1</th> <th>TEAM 2</th> </tr> </thead> <tbody> <tr> <td>Reads a&amp;b</td> <td>Reads c&amp;d</td> </tr> <tr> <td>a Ilana</td> <td>g Erica</td> </tr> <tr> <td>b Jessica</td> <td>h Cynthia</td> </tr> <tr> <td>c Jennifer</td> <td>i Leslie</td> </tr> <tr> <td>d Jeneen</td> <td>j Miranda</td> </tr> <tr> <td>e Krista</td> <td>f Stacey</td> </tr> </tbody> </table>	TEAM 1	TEAM 2	Reads a&b	Reads c&d	a Ilana	g Erica	b Jessica	h Cynthia	c Jennifer	i Leslie	d Jeneen	j Miranda	e Krista	f Stacey
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<b>Part 3</b> WK 5-6 <b>Community</b>	1. Readings 2. Complete community and service question response and post to BB 3. Skype or Google chat date with partner 3 discuss articles and question response 4. Submit 2 page community and service learning reflection paper - cite specific connections to the readings, discussion with partner and your work in dance. Identify inclusion plan for community and service initiatives in your class.	Question response Reflection paper  DUE Monday Feb 24 <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Partner Assignments</th> </tr> <tr> <th colspan="2">TEAM 1</th> <th colspan="2">TEAM 2</th> </tr> <tr> <th colspan="2">Reads a&amp;b</th> <th colspan="2">Reads c&amp;d</th> </tr> </thead> <tbody> <tr> <td>a</td><td>Ilana</td><td>h</td><td>Cynthia</td> </tr> <tr> <td>b</td><td>Jessica</td><td>i</td><td>Leslie</td> </tr> <tr> <td>c</td><td>Jennifer</td><td>j</td><td>Miranda</td> </tr> <tr> <td>d</td><td>Jeneen</td><td>k</td><td>Stacey</td> </tr> <tr> <td>e</td><td>Krista</td><td>l</td><td>Erica</td> </tr> </tbody> </table>	Partner Assignments				TEAM 1		TEAM 2		Reads a&b		Reads c&d		a	Ilana	h	Cynthia	b	Jessica	i	Leslie	c	Jennifer	j	Miranda	d	Jeneen	k	Stacey	e	Krista	l	Erica
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Part 4a WK 7	1. Curricula Planning 4a1. 1-page self-assessment and revision of curricula grid created in DCE 606 . In your unit Highlight in yellow the key concepts of the unit and the corresponding objectives, key questions, activities and assessments. Highlight in green the secondary concepts of the unit and the corresponding objectives, activities, key questions, and assessments. Highlight in blue connections to blooms taxonomy progression. 4a2. Complete abbreviated blooms grid, question grid, and detailed assessment plans for curricula	Monday March 3																																
Part 4b WK 8	4b. Curriculum plan - Identify and fully describe one section of curricula to be completed. (see example for format)  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: left;">&gt; Write curricula front matter. The front matter is specific and sequenced as listed. Include:</td> </tr> <tr> <td style="width: 80%;">Big idea (s)</td> <td></td> </tr> <tr> <td>Key question(s)</td> <td></td> </tr> <tr> <td>Dance content addressed and dance vocabulary addressed</td> <td></td> </tr> <tr> <td>Interdisciplinary content and Interdisciplinary vocabulary addressed</td> <td></td> </tr> <tr> <td>Interdisciplinary integration points</td> <td></td> </tr> <tr> <td>Curricula description (one paragraph ONLY)</td> <td></td> </tr> <tr> <td>Assessment methods</td> <td></td> </tr> <tr> <td>State the curricula objectives</td> <td></td> </tr> <tr> <td>Restate the curricula objectives in student friendly terms.</td> <td></td> </tr> <tr> <td>Highlight blooms words in your objectives</td> <td></td> </tr> <tr> <td>&gt; 6 session grid ( completed in 606 ) with revisions</td> <td></td> </tr> <tr> <td>&gt;One session (from you 6 session grid) fully described</td> <td></td> </tr> <tr> <td colspan="2" style="font-size: small;">           In your curricula you will need to identify all activities in detail (name activity, describe activity, define how you will assess every activity and how much time you anticipate each activity taking. NO ACTIVITY OVER 10 MINUTES IN LENGTH. While certainly your students may work on choreographic process for 30 minutes in a class It is expected that you provide perspective, feedback and redirection at least every 10 minutes.            In your description highlight blooms words, key questions and reflective practice .         </td> </tr> </table>	> Write curricula front matter. The front matter is specific and sequenced as listed. Include:		Big idea (s)		Key question(s)		Dance content addressed and dance vocabulary addressed		Interdisciplinary content and Interdisciplinary vocabulary addressed		Interdisciplinary integration points		Curricula description (one paragraph ONLY)		Assessment methods		State the curricula objectives		Restate the curricula objectives in student friendly terms.		Highlight blooms words in your objectives		> 6 session grid ( completed in 606 ) with revisions		>One session (from you 6 session grid) fully described		In your curricula you will need to identify all activities in detail (name activity, describe activity, define how you will assess every activity and how much time you anticipate each activity taking. NO ACTIVITY OVER 10 MINUTES IN LENGTH. While certainly your students may work on choreographic process for 30 minutes in a class It is expected that you provide perspective, feedback and redirection at least every 10 minutes. In your description highlight blooms words, key questions and reflective practice .		Monday March 10				
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WK 9	Spring break (March 10-16)	March 10-16																																
Part 4c WK 10-13	4c. Implement a part of your project 4c1. weekly 2 paragraph update posted to BB March 24 4c2. weekly 2 paragraph update posted to BB March 31 4c3. weekly 2 paragraph update posted to BB April 7 4c4. weekly 2 paragraph update posted to BB April 14	Monday March 17 – April 14																																
Part 5 WK 14	<b>Curriculum assessment and documentation include:</b> 3 different types of assessment for your instruction. assessed samples of student work (identify specific grades issued for at least 5 students A, B, C, D etc.) a description of comprehensive your analysis. convert student grades to a graphic table, grid, pie etc.  Describe what happened in the assessment consider a. challenges faced in assessing and grading, b. how you would assess the activity differently next time, c. what you discovered about student achievement (esp. reflective process) and your own instruction.	Monday April 21																																
Part 6 WK 15-16	Reflect on your work in this project	Friday May 2																																

**14. Alignment with State and National Standards:** See listed Student Learning Objectives #9 above.

## DETAILED LIST OF ASSIGNMENTS

### I. Reading with Peer collaboration & support (30% of grade) Student Learning Objective a

These reading assignments are designed to help you review existing research related to the topics of this course, so that you will have the basis to inform your teaching practices (DPI Graduate Standard 4, Student Learning).

Working with a partner you will each read an assigned article and discuss the article with a member of the class. Additionally, you may be required to watch a video or complete a worksheet before your planned peer meeting. After you have met with your partner write a 2-page reflection addressing the concepts covered, key ideas and a brief statement indicating how you expect to apply these ideas.

- A. Reflective Practice in teaching dance [WEEK 1-2]
  - Kushner, S. (2006). Adolescents and Cultures of Reflection. In *Reflective practices in arts education* (pp. 13-22). Springer Netherlands.
  - Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning*. John Wiley & Sons. (Chapter 1)
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  - Lerman, L., & Borstel, J. (2007). Liz Lerman's critical response process: The core steps and an interview with Liz Lerman. *Contact Quarterly*, 33(1), 16-24.
  - Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. HarperCollins.
- B. Issues and Activism in teaching dance [WEEK 3-4]
  - Beck, R. J., Cummins, J., & Yep, J. (2005). Picturing Peace: Local and Universal Symbols in Three Cultures. *Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities*, 1(1), 1-43.
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  - Beane, J. A. (2009). Social Issues in the Middle School Curriculum. *Social Issues and Service at the Middle Level (PB)*, 12. (waiting on the article)
  - Schultz, B. D., McSurley, J., & Salguero, M. (2013). Teaching in the cracks: Student engagement through social action curriculum projects. *The International Journal of Critical Pedagogy*, 4(2).
- C. Community and service learning in teaching dance [WEEK 5-6]
  - Borstel, J. (2004). Liz Lerman Dance Exchange: An aesthetic of inquiry, an ethos of dialogue.
  - Sandlin, J. A., & Milam, J. L. (2008). "Mixing Pop (Culture) and Politics": Cultural Resistance, Culture Jamming, and Anti-Consumption Activism as Critical Public Pedagogy. *Curriculum Inquiry*, 38(3), 323-350.
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  - Assembly, U. G. (1989). Convention on the Rights of the Child. *United Nations, Treaty Series*, 1577(3).

Criteria for assessing this assignment:

\*Accuracy in summarizing ideas from the reading. (Standard 1)

\*Understanding of central ideas from the research literature applied to teaching. (Standard 3)

\*Depth and quality of suggestions for peers and application to your own work (Standard 2)

\*Ability to critically reflect on teaching and assessment to extend student learning (Standard 5)

**II. Applied Project:** Note the assessment criteria under each part of this project. Standards to be assessed through this assignment are indicated in the assessment criteria below.

A. PART 4 a,b,c Planning: 40% of grade (Student Learning Objectives b, c,d,e,f, i,j)

Design and implement a unit to teach to your students this semester that involves reflective practice and issue and activist themes, or community and or service learning as defined in the readings. The unit should be developmentally appropriate and reflect the learning needs of your students. Using the 6 session curricular unit developed in DCE 606, amend curricula to include some aspect of course themes and implement one session. The session is likely to be 2

weeks in duration. The content and methodology should demonstrate your familiarity with 21st century knowledge and skills, blooms revised taxonomy, question stems, and diverse assessment modalities.

Your unit must include at least 3 assessable student learning objective and tasks (assignments) that you will be assessing to determine the degree to which these learning objectives have been met. (Teachers not seeking NC licensure may use standards from their state.) For students seeking Advanced Licensure in NC, this unit will be posted to TaskStream as an exemplar of excellence during your last semester at UNCG.

You will include additional objectives related to student engagement in meaningful, rigorous dance content.

You will assess (both informally and formally) student learning related to these objectives, and to analyze and display data on student learning. You may have other behaviors on which you base student grades, such as participation and turning in homework, but the assessment in this course is limited to student learning in dance.

In doing your planning, keep in mind that you will be expected to do a pre-assessment, formative assessment during the unit (used as a basis for adjusting your teaching), and summative assessment.

You will make clear how your pre-assessment guides your teaching, how you are adjusting your teaching in response to the formative assessment, and how you will adjust your teaching in the future (after the end of the unit) in response to your summative assessment.

Prior to your instruction you will turn in a draft of the plan to the instructor at various stages including

- Revised a 6 session grid (only one session will be implemented)
- Curricula front matter
- One session in your unit with detailed activity description, key questions, times and assessments for EVERY activity and 3 major assessments (including a graded rubric and a reflective assessment method).
- Provide brief updates on student progress each week

Criteria for assessing this portion of assignment (Rubric will be posted in Blackboard):

\*Content is appropriate for learners at this stage of development. (Standard 4)

\*Content is both rigorous and engaging for learners. (Standard 3)

\*Content and methodology are responsive to individual differences in population of students being taught. (Standard 2 and 4)

\*Content and methodology demonstrate familiarity with 21st century knowledge and skills as appropriate. (Standard 3)

\*Methodology promotes student reflection and self assessment (Standard 4)

\*Content includes issue, activist, service or community connections. (Standard 3)

\*Methodology encourages critical viewing, writing, and thinking in the learning process. (Standard 4)

## **B. PART 5 Assessment: (10% of grade) Student Learning Objective g**

Beginning with your pre-assessment (be sure to record the data from this and all other assessments), implement your unit. In your unit include 3 different types of assessment for your instruction. After each class, record your informal assessments and how you are adjusting your teaching in response. This commentary should be inserted into the unit plan, in a distinctive font so that it is easily visible. A casual comment such as “everyone did fine” is not sufficient.

Conclude the unit with your summative assessment, making sure that you have data on every student in your class. Once you have completed your planned unit, review the pre-assessment data and the summative assessment data. Put the data into a format (table, pie or chart) so that it is very clear how many students met the objective(s) you were assessing.

Provide a sample of a few students work that you thought met the objective, and an example of a few student work that did not (if applicable). If all students did not meet the objectives, describe what you will do about this as you continue to teach these students. How can you catch them up in the future?

Criterion for evaluating this portion of assignment (Rubric will be posted in Blackboard):

\*Ability to critically analyze learning in the dance classroom to determine needs and plan rigorous instruction (Standard 4)

\* Ability to critically reflect on teaching and assessment to extend student learning (Standard 5)

**C. PART 6 Reflection (10% of grade) Student Learning Objective h**

Reflect on your work in this project. What did you learn about your students, the content you were teaching, and yourself as a dance educator? What does this process tell you about how you will teach this content to a similar group of students in the future? What would you add, delete, change? What pedagogical questions does it raise for you? What holes or weaknesses can you identify in your current knowledge and skills that you will continue to strengthen, and how will you go about doing this?

Criterion for evaluating this portion of assignment (Rubric will be posted in Blackboard):

\* Ability to critically reflect on teaching and assessment to extend student learning (Standard 5)

\* Ability to critically analyze learning in the dance classroom (Standard 4)



# NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION STANDARDS FOR GRADUATE (M) LICENSURE

## 1. TEACHER LEADERSHIP

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

## 2. RESPECTFUL EDUCATIONAL ENVIRONMENT

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

## 3. CONTENT AND CURRICULUM EXPERTISE

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

## 4. STUDENT LEARNING

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

## 5. REFLECTION

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement