

COURSE SYLLABUS - (Spring 09)

1. **Course Prefix and Number:** DCE 461
2. **Course Title:** STUDENT TEACHING IN DANCE
3. **Credits:** 9 total
4. **Course Prerequisites/Co requisites:** Admission to Student Teaching, through application
5. **For whom planned:** Dance licensure students only
6. **Instructor Information:**

Sue Stinson

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7. **Catalog Description:** Supervised student teaching experience in dance education. Full-time teaching in a school setting.
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. **Student Learning Outcomes**

To demonstrate all of the NCDPI Standards for A-licensure in Dance, and all INTASC Standards (See attached)

10. **Teaching Strategies:** Students teach full time in a public school setting. University Supervisors will observe a minimum of eight classes, giving formative evaluation each time, with a formal written evaluation at mid-term and at the end of the semester.

**11. Evaluation Methods and Guidelines for Assignments:**

This course is graded Pass/No Pass. All of the assignments below must be completed in a satisfactory manner in order to Pass. [Please refer to Dispositions and TGAP rubrics in the Teachers Academy Handbook for an in depth look at how you will be assessed and use this as a guideline for planning, teaching and evaluation.](#)

- a. Attendance and full participation in diverse teacher roles:

This class is designed to prepare student teachers for professional teaching positions in public schools. Thus, students are expected to be present every teaching day (including teacher work days), present a professional appearance, be responsible for assigned teaching roles and participate in school functions. **By mid-term, student teachers should be responsible for a full teaching load at the latest.**

- b. Daily Lesson Plans - to be shared with cooperating teaching before being taught, on the schedule requested by the Cooperating Teacher. They must be posted weekly in Discussion Board for the university supervisor. (You are free to share with each other this way.) For each lesson taught, you should add notes regarding suggested changes for the next time you teach this lesson, so that you will remember a year from now when you are teaching the same information again. (For example, “Worked well. No changes needed.” “Final sequence too hard for 4th graders.” “Music didn’t work. Change to something without a clear beat.”)
- c. **Weekly** reflective evaluations. Post in your Group Page on Blackboard.
- 1). List of strengths, weaknesses, and strategies you will try in the week ahead.
  - 2). Your thoughts about the development of a sound philosophy of dance education and how you are translating this philosophy into action. Make sure that you address issues that arise in class, including meeting the needs of diverse student populations.
  - 3) Address **one** of the following questions each week after the first two weeks:
- (You may select any order to address the questions. Each of these questions addresses material you will need as evidence in your dance standards section of your portfolio.)
- a) In your teaching, how do you maintain high expectations for all your students and still adapt your teaching so that all students can learn?
  - b) Reflect on how you are committed to the profession of teaching and the improvement of your own practice. Cite two specific issues.
  - c) In education, it is important to consistently experiment and evaluate new strategies, consciously improve skills and knowledge, and question assumptions in order to grow as a professional. How do you demonstrate these in your personal teaching practice? Cite an example from your student teaching experience.
  - d) What are you doing to affirm cultural and learning diversity in your practice of teaching? Be specific.
  - e) How are you or how do you plan to involve the learners, families and community in your instructional program?
  - f) What are some problems that you have been troubleshooting and what solutions have you found for them? Or how do you motivate yourself on a track of consistent growth and improvement?
  - g) In looking at your abilities as a teacher to organize and execute all tasks within your classroom how do you articulate your “will” to be successful in challenging situations?
  - h) What avenues are you pursuing to continue in professional growth?
  - i) What techniques and methods of assessment have you used? What are some that you would like to further develop and why? How do you insure fair assessment practices within your class?
  - j) What advice would you give a future student teacher in order for them to maximize their growth?
- d. Mid-term rubrics will be distributed by your university supervisor to your cooperating teacher.
- e. Teacher’s Academy Disposition Report and Exit Criteria. (SERVE document located on Blackboard).

## 12. Required text

Teachers Academy Handbook

<http://www.uncg.edu/ted/documents/Handbook.TA.UG.0210.09.pdf>

## 13. Syllabus

\*Dates are subject to change, pending changes in the school calendar due to weather and other closures!

Date	Description
Week of Aug 24	Student teachers report to schools...check with your cooperating teacher and find out when the teacher work days are and when you should come in to meet, greet and orient yourself. Schedule appointment with University Supervisor.
Week of Sept 14	Begin teaching one class (phase in gradually see pages 29-31 in handbook). Provide schedule and driving directions for University Supervisor, and establish proposed date/time for first observation.
Week of Sept. 21	First observation by University Supervisor. All lesson/unit plans and self evaluations should be posted by the day before.
Oct 19	Draft self evaluation of Dispositions and TGAP due to Cooperating Teacher and posted on BB (Group page) for University Supervisor. Mid-term conferences this week, to discuss CT and US evaluations as well as self evaluations. All lesson/unit plans and weekly evaluations must be current through October 16.
Dec 7 (approx)	Last day of student teaching, dependent on start date. This may vary according to your situation.
Dec. 8	All lesson/unit plans and evaluations must be completed and posted by this date, along with final self evaluation of Dispositions. Make sure you have met with your Cooperating Teacher and signed the TGAP, and then deliver it to University Supervisor.
Date to be determined with Melinda	Portfolio from DCE 463 due.

Student teachers will be at their schools Monday-Fridays, with the exception of official school holidays (Labor Day, Thanksgiving) and any other days designated by the schools that teachers should NOT report. (You are expected to be at school on Teacher Workdays.)

## 14. Other information

It is the philosophy of the dance education faculty that knowledge is created more than transmitted within the curriculum. Since students construct their own knowledge, faculty expect students to participate in their own learning and be responsible for their education during this course. Therefore, students are expected to reflect on ways that they have learned to teach. Faculty also believe that teaching is connected to issues of social responsibility. Central to this theme is the preparation of teachers who are responsive to diverse populations and marginalized groups. Thus, other expectations from students include:

- a. To become more skillful at teaching dance to a diverse student population.
- b. To develop skills in planning and designing curriculum for diverse student needs.
- c. To critically evaluate teaching and reflect on development in relationship to consistency with perspectives, practices and educational beliefs.

Expectations for faculty include modeling forms of good teaching, reflecting on and questioning teaching experiences and practices in an open forum, providing opportunities for learning about multicultural education, and presenting teaching as a process of becoming. Central to this role is respecting and supporting students personally and challenging them professionally and intellectually.

15. DCE 461 will comply with the UNCG Academic Integrity policy  
(<http://academicintegrity.uncg.edu/complete/>)

<b>NCDPI Standards and indicators for Standard Professional I licensure</b>
<b>Standard 1:</b> Dance teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills and processes of dance included in the K-12 curriculum.
<b>Standard 2:</b> Dance teachers must physically demonstrate the skills and processes of dance.
<b>Standard 3:</b> Dance teachers know the value and application of assessment.
<b>Standard 4:</b> Dance teachers demonstrate an understanding of the cognitive, physical, and emotional development of students.
<b>Standard 5:</b> Dance teachers guide students to create dance for personal and purposeful expression.
<b>Standard 6:</b> Dance teachers create and manage an environment that is supportive, congenial and purposeful, contributing to the active engagement of students.
<b>Standard 7:</b> Dance teachers effectively employ multiple strategies to engage students and encourage creativity.
<b>Standard 8:</b> Dance Teachers identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning.
<b>Standard 9:</b> Dance teachers understand how to sequence and modify instruction to aid student understanding and mastery of dance.
<b>Standard 10:</b> Dance teachers know how to assess what their students have learned.
<b>Standard 11:</b> Dance teachers celebrate diversity, practice equity and fairness, and use the multicultural content of dance to promote opportunities for learning tolerance and acceptance of others.
<b>Standard 12:</b> Dance teachers adapt instruction and design curriculum to meet the individual needs of their students.
<b>Standard 13:</b> Dance teachers model attitudes and behaviors that reflect professional and ethical standards.
<b>Standard 14:</b> Dance teachers model self-direction, self-discipline, and self-evaluation.
<b>Standard 15:</b> Dance teachers interact effectively with school and civic communities, and serve as advocates for quality dance education.

### The INTASC Standards Used in TGAP

- 1. Content Pedagogy:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for student.
- 2. Student Development:** The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development.
- 3. Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. Multiple Instructional Strategies:** The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- 5. Motivation and Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self-motivation.
- 6. Communication and Technology:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. Planning:** The teacher plans based upon knowledge of subject matter, students, the community, and curriculum goals.
- 8. Assessment:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- 9. Reflective Practice and Professional Growth:** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (student, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. School and Community Involvement:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.