



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

**North Carolina Department of Public Instruction
National Council for Accreditation of Teacher Education**

**Undergraduate Teacher Education Program
Dance Education P-12**

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Section I: Program Overview

Levels Offered and Special Characteristics

The undergraduate level dance education licensure program (Standard Professional I licensure) is administered by the Department of Dance, which is located in the School of Health and Human Performance. The department of dance offers a B.S. in dance education for initial licensure Standard Professional I Licensure for those already teaching in the schools or those working towards licensure as an add-on to another dance major. UNCG is one of four institutions in the state offering licensure in dance and for the past 18 years, demand for dance educators has been extremely high. There are not enough teachers to fill these positions.

The dance education program prepares professionals to teach dance in K-12 public schools. The 128 semester hour program includes a variety of experiences with K-12 students in a variety of field and practicum experiences as well as providing a broad education in dance skills and knowledge.

Program of Study

The Bachelor of Science degree with a major in dance education provides study in the depth and breadth of the discipline, including concentrated work in the studio as well as in-depth focus on educational methods, philosophies and theories. Extensive observation, participation, and laboratory experiences with a variety of age groups and abilities are included in the program. Curricula adhere to the National Association of Schools of Dance (NASD) standards of more than 30% of the total course credit in dance. Students are required to complete 64 credit hours in dance (50% of course work—including dance education courses). Additionally, students take 40% to 50% in general studies, including electives; and 15% to 20% in professional education, including practice teaching.

A high quality of work is expected of students in the program. Documentation in the form of student work and projects, student evaluations, and program evaluations provide evidence that the program holds students to high standards, develops an understanding of dance as an art form, as creative arts education and as human experience. Further, students must demonstrate technical and artistic proficiency in dance through a technical requirement. They must have earned a grade of B or higher in intermediate modern dance before they take DCE 458. DCE 340, "The Body in Motion in Dance," prepares them for a thorough understanding of the body. Students learn to understand dance in its cultural historical continuum through three dance history courses. Through these courses, students learn to analyze works of dance perceptively and evaluate them critically. They receive a basic understanding and interpretation of dance elements and apply this knowledge in analysis. (They also learn about dance elements and movement analysis in methods courses.) Comprehensive studies include dance ethnology (part of history courses), history and repertory, movement analysis and

notation, dance and movement sciences (DCE 340), and music (DCE 241) and production (DCE 255 and DCE 355).

Students must have completed an initial dance education theory class, have at least a 2.5 GPA, and have passed PRAXIS I (there is no PRAXIS II in dance education) before being admitted to Teacher Education. They must have earned a grade of B or higher in intermediate modern dance before they may take DCE 458, "Field Experience in Dance Education." Students in this degree program must also reach the 114 (advanced beginning) level in ballet and must reach the 300 level in one technique form (ballet, modern, jazz, or African) before graduation. It takes most students far more than the minimum technique hours required to reach these requirements. Students are then required to apply for teacher education by the end of the first semester of their junior year. After formally entering the Teacher Education program, teacher candidates take a semester of field experience, a methods course, a semester of student teaching and a student teaching seminar.

A fundamental consideration of the program is the development of teaching professionals who are broadly knowledgeable about dance and have the ability to teach effectively in a variety of settings. Students must receive a B in 300 level in modern dance (at the minimum) by the time they graduate. They must accumulate the equivalent of 12 credits in technique. (A-licensure students under BA have to get only 9 credits, although they have to reach the same minimum requirements of level and distribution), including 2 credits in modern technique, 2 credits in ballet, 3 credits in global dance forms (including African, social and folk dance), and 1 credit of 200 level jazz. Students are required to take intensive courses in improvisation, composition, repertory, and performance.

There are a number of means for evaluating these results and assuring that requisite student competencies are being developed, and means for using these evaluations as the basis for program improvement. Faculty in the dance education program evaluate the results of alignment with program goals and objectives through student progress reports, informal meetings, review of student evaluations, program evaluations, and feedback from cooperating teachers at the public schools.

Further, the dance education faculty meet formally and informally to review the program as well as the students in the program. An advisory board, set up to meet the needs of cooperating teachers in the schools and the student teachers in the field, has been inactive in the past five years but it will be reactivated beginning in 06-07. We developed some partnerships with teachers by encouraging them to share curricula with our students and planning meetings with them about professional development. We will continue to communicate with the cooperating teachers to keep them aware of what we are doing and solicit ideas for the program, as well as build a strong dance education community.

Current course requirements are reflected in the following table.

**Table 1. Recommended Program of Study
(Some students do not follow this program exactly as shown due to program conflicts):**

Semester	Course Prefix and Number	Course Title	Hours	Regular Instructors
Fall I	Modern	Modern Dance Technique	2	Studio Dance Faculty
Fall I	Ballet	Ballet Dance Technique	1	Studio Dance Faculty
Fall I	DCE 117	Movement as Medium	3	Robin Gee
Fall I	Free Elective		1	
Fall I		Nutrition recommended, not required)	3	Nutrition Faculty
Fall I	GEC		6	
Spring I	Technique	Technique	1	Studio Dance Faculty
Spring I	Ballet	Ballet Dance Technique	1	Studio Dance Faculty
Spring I	DCE 232	Intermediate African Dance	1	Robin Gee
Spring I	DCE Elective	Dance Elective	1	Dance Faculty
Spring I	Free Elective	Elective	2	
Spring I	GEC		9	
Spring I	LIS/CUI 120	Introduction to Instructional Technology for Educational Settings	1	Education Faculty
Fall II	DCE 216	Intermediate Jazz	1	Studio Dance Faculty
Fall II	DCE 231	Global Dance Forms	1	Studio Dance Faculty
Fall II	DCE Elective	Dance Elective	1	Dance Faculty
Fall II	Free Electives		3	
Fall II	DCE 255	Dance Production Practicum	1	Mitch Fore
Fall II	GEC		10	
Spring II	Technique	Technique	1	Studio Dance Faculty
Spring II	DCE Elective	Dance Elective	1	Studio Dance Faculty
Spring II	DCE 340	The Body and Motion in Dance	3	Jill Green
Spring II	Free Electives	Free Electives	2	
Spring II	DCE 217	Exploration and Improvisation in Dance	2	Eluza Santos
Spring II	DCE 205	Dance History I: World Dance Traditions	3	Ann Dils
Spring II	DCE 241	Music for Dance	2	Frank Vulpi
Spring II	GEC		3	
Fall III	Technique	Technique	1	Studio Dance Faculty
Fall III	DCE Elective	Dance Elective	1	Dance Faculty
Fall III	DCE 253	Choreography I: Craft	2	Jan Van Dyke
Fall III	DCE 305	Dance History II: Dance in the United States	3	Ann Dils
Fall III	DCE 355	Dance Production Practicum II	1	Mitch Fore
Fall III	GEC		3	
Fall III	DCE 446	Perspectives in Dance Education	3	Sue Stinson
Fall III	ELC 381	The Institution of Education	3	Education Faculty
Spring III	Technique	Technique	3	Studio Dance Faculty
Spring III	Dance Performance	Dance Performance	1	
Spring III	GEC		3	
Spring III	Free Elective	Free Elective	1	
Spring III	DCE 457	Dance Pedagogy for	3	Sue Stinson

		Ages 3-18		
Spring III	DCE 505	Contemporary Dance: Aesthetics and Cultural Practice	3	Larry Lavender
Spring III	DCE 353	Choreography II: Process	2	Studio Dance Faculty
Spring III	DCE Elective	Dance Elective	2	Dance Faculty
Fall IV	Technique	Technique	1	Studio Dance Faculty
Fall IV	Free Electives	Free Electives	6	
Fall IV	DCE 417 (not required for A licensure add-on)	Contact Improvisation	1	John Gamble
Fall IV	CUI 450	Psychological Foundations of Education	3	Education Faculty
Fall IV	CUI 535 or CUI 470— 2 cr	Literacy in the Content Area	3	Education Faculty
Spring IV	DCE 461	Student Teaching in Dance Education	9	Dance Education Faculty
Spring IV	DCE 463	Seminar in Dance Education	3	Jill Green

Program Coordinator

Dr. Jill Green is a full-time member responsible for coordinating and teaching in the program. She has been undergraduate dance education coordinator for thirteen years.

Aggregated Praxis Rates for the Specialty Area

N/A

There is no specialty area Praxis exam in dance.

Number of Program Completers Since the Last Visit

25

Number of Candidates Currently Enrolled and Admitted to the Program

10

Two other students were scheduled to student teach Fall 05. However, they chose to graduate early with a B.A. degree and fill openings for dance teachers in the schools. This has been a growing trend.

Enrollment Trends

Enrollment has been steady since the last visit. The number of students who complete a degree in dance from UNCG along with *some* of the licensure courses, however, is much larger. Most of these students enter UNCG with the intention of completing licensure here. Since the establishment of the Regional Alternative Licensing Centers (RALCs), with dance requirements far lower than ours (and no requirement for a passing score on PRAXIS I), this has become a quite attractive alternative for students. When we realized that a number of our own students were being held back by our high expectation in modern dance (higher than that of other institutions in the state), we changed our expectation somewhat to try to facilitate more students being able to

complete our program However, the proportion of students who enter the program who actually complete licensure along with their undergraduate degree is so small that we are now exploring whether or not we can justify continuation of the undergraduate licensure program.

Section II: Conceptual Framework

Conceptual Framework and the Knowledge Base that Informs It

Like all other units at UNCG, the undergraduate licensure program in Dance has adopted the same conceptual framework as the rest of the Teachers Academy and aligns its program with that conceptual framework.

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 and cultural diversity and recognizes the importance of a strong knowledge base, 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) integrity and ethical deliberation in working with students, their families, and university, school and community colleagues; c) construction of a professional knowledge base through collaboration and collegiality; d) dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel

A more complete discussion of the University's Conceptual Framework and the knowledge base that informs it may be found in the evidence box.

Dance education faculty developed a series of three rubrics which highlight core, diversity, technology, and specialty area standards, with a focus on the UNCG conceptual framework (see rubrics included in the Dance Education Rubric):

Table 2. Dance Education Rubric

Planning Rubric

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	No Evidence	Emerging	Developing	Mastery	Your Score
CONTENT KNOWLEDGE DPI 1, Core Standard 1, INTASC 1	The candidate does not yet have a broad knowledge of dance, and is not familiar with the Standard Course of Study in Dance. The candidate does not demonstrate an understanding of how the curriculum reflects educational philosophies or connect dance content to the broader curriculum.	The candidate is beginning to demonstrate an understanding of some essential knowledge, concepts, skills and processes of dance included in the K-12 curriculum. Lesson plans reflect a knowledge of some aspects of the SCOS and how it connects to the broad curriculum.	The candidate demonstrates an understanding of the essential knowledge, skills and processes of dance included in the K-12 curriculum. Lesson plans reflect a knowledge of the SCOS and the candidate often applies that content to teaching.	The candidate demonstrates a comprehensive understanding of the essential knowledge, skills and processes of dance included in the K-12 curriculum. Lesson plans reflect an extensive knowledge of dance and how it connects to the broad curriculum by using the dance curriculum as well as general education curriculum, and the candidate often applies that content to teaching. Material is appropriate for the groups being taught.	
DEVELOPMENT OF STUDENTS DPI 4, INTASC 2, Core Standard 2.6	There is no evidence that the candidate demonstrates an understanding of the cognitive, physical, and emotional development of students or designs developmentally appropriate lesson plans for his/her students.	There is some evidence that the candidate is beginning to demonstrate an understanding of the cognitive, physical, and emotional development of students. The candidate designs some developmentally appropriate lesson plans for his/her students, although, s/he has included activities that are not developmentally appropriate.	There is evidence that the candidate demonstrates an understanding of the cognitive, physical, and emotional development of students. The candidate designs developmentally appropriate lesson plans for his/her students, most of the time.	There is much evidence that the candidate demonstrates an understanding of the cognitive, physical, and emotional development of students. The candidate designs developmentally appropriate lesson plans for his/her students and guides them through stages of cognitive development.	
TEACHING	There is no evidence that the	The candidate is beginning to	There is evidence that the	There is evidence that the	

<p>STRATEGIES DPI 7 Core Standard 2.2 and 2.3, INTASC Standard 4</p>	<p>candidate can effectively employ multiple strategies to engage creativity and understand how opportunities to play, explore, and ask questions are vital to the development of students' abilities to dance. The candidate does not yet provide opportunities for students to work independently, collaboratively with others, or think critically.</p>	<p>employ multiple strategies and teaches to multiple intelligences. The candidate demonstrates some understanding of how opportunities to play, explore, and ask questions are vital to the development of students' abilities to dance (i.e. through improvisation, self-directed activities, and opportunities for students to ask questions). The candidate provides a few opportunities for students to work independently, collaboratively with others, and to think critically, although critical thinking is not always apparent in class.</p>	<p>candidate effectively employs multiple strategies and teaches to multiple intelligences. The candidate demonstrates understanding of how opportunities to play, explore, and ask questions are vital to the development of students' abilities to make dance (i.e. by providing some exploration, self-directed activities, and opportunities for students to ask questions). The candidate provides opportunities for students to work independently, collaboratively with others, and to think critically. students' ability to respond to, and to think critically about dance; this strategy is sometimes successful in class. The candidate creates a variety of instructional tasks that appeal to the multiple intelligences of their students.</p>	<p>candidate effectively employs multiple strategies and teaches to multiple intelligences to engage students. The candidate demonstrates understanding of how opportunities to play, explore, and ask questions are vital to the development of students' abilities to make, experience, and understand dance (i.e. by providing exploration, self-directed activities, and opportunities for students to ask questions). The candidate provides a number of opportunities for students to work independently, collaboratively with others, and think critically.</p>	
<p>RESOURCES AND COMMUNICATION DPI 8, Core Standard 2.5, INTASC Standard 6</p>	<p>The candidate has not yet learned how to identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning. The candidate does not yet have strong technology skills and does not use knowledge of effective verbal,</p>	<p>The candidate is beginning to identify, select, adapt, and use some instructional resources to enhance student learning but does not yet have strong technology skills and does not use knowledge of effective verbal, nonverbal, and media communication</p>	<p>The candidate is able to identify, select, adapt, and use a wide variety of instructional resources to enhance student learning. The candidate demonstrates some technology skills and some knowledge of effective verbal, nonverbal, and media communication</p>	<p>The candidate is able to identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning. The candidate has strong technology skills and uses knowledge of effective verbal, nonverbal, and media communication</p>	

	nonverbal, and media communication techniques to foster active inquiry and learning.	techniques to foster active inquiry and learning.	techniques to foster active inquiry and learning.	techniques to foster active inquiry and learning.	
INSTRUCTION DPI 9, Core Standard 2.6	The candidate does not yet understand how to sequence and modify instruction to aid student understanding and mastery. The candidate cannot establish realistic and worthwhile goals, present material in a logical progression, or select major ideas, concepts, themes, and issues appropriate for his/her students.	The candidate is beginning to understand how to sequence and modify instruction to aid student understanding and mastery. The candidate sometimes establishes realistic and worthwhile goals or presents material in a logical progression, building on prior knowledge.	The candidate understands how to sequence and modify instruction to aid student understanding and mastery. The candidate sometimes establishes realistic and worthwhile goals and presents material in a logical progression, building on prior knowledge, or select major ideas, concepts, themes, and issues appropriate for his/her students.	The candidate understands how to sequence and modify instruction to aid student understanding and mastery. The candidate establishes realistic and worthwhile goals presents material in a logical progression, and selects major ideas, concepts, themes, and issues appropriate for his/her students.	
CURRICULUM AND PLANNING DPI 12, Core Standard 2.1, INTASC Standard 7	The candidate is not yet able to adapt instruction and design curriculum to meet the individual needs of students or consider the abilities and limitations of her/his students when designing lessons.	The candidate is beginning to adapt instruction and design curriculum to meet the individual needs of their students and consider the abilities and limitations of her/his students when designing lessons.	The candidate adapts instruction and designs curriculum to meet the individual needs of students. The candidate considers the abilities and limitations of her/his students when designing lessons, and sometimes selects topics that reach the needs of individual students.	The candidate adapts instruction and designs curriculum to meet the individual needs of students. S/he considers the abilities and limitations of the students when designing lessons, selects topics for study that reach the needs of individual students, aligns her/his instruction with the required curriculum, and plans based upon knowledge of subject matter, students, the community, and curricular goals.	

Teaching Rubric

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	No Evidence	Emerging	Developing	Mastery	Your Score
COMPETENCE DPI 2, Core Standard 2 (2.6 in Development of Students Section)	The candidate does not yet demonstrate enough technical competence to teach this class. S/he is not able to perform movements correctly and does not know how learning takes place.	The candidate is beginning to develop technical expertise and understand how students learn.	The candidate demonstrates technical competence and is able to demonstrate movements correctly. Demonstrations sometimes communicate quality as well as correct technique. When in choreographic situations the candidate produces some variety of artistic works that meet moderate aesthetic criteria.	The candidate demonstrates a high level of technical competence and is able to demonstrate movements correctly and communicate ideas effectively. Demonstrations communicate quality as well as correct technique. When in choreographic situations the candidate produces a variety of artistic works that meet extremely high aesthetic criteria.	
PURPOSEFUL EXPRESSION DPI 5	There is no evidence that the candidate can guide students to create dance for personal and purposeful expression. Students do not seem to care about dance and are not personally fulfilled in class.	There is some evidence that the candidate attempts to guide students to create dance for personal and purposeful expression, although students are not often engaged. There is some improvisation and student choreography but the candidate does not use draw from many resources to make artistic decisions.	There is evidence that the candidate guides students to create dance for personal and purposeful expression. Students are often engaged and there are some activities that lead students to personal and purposeful expression. The candidate encourages students to draw from many resources to make artistic decisions and the candidate uses his/her dance knowledge to help students make interdisciplinary connections and,	There is much evidence that the candidate guides students to create dance for personal and purposeful expression. Students are almost always engaged and there are activities (such as improvisations and student choreography) that lead students to personal and purposeful expression. The candidate encourages students to draw from many resources to make artistic decisions and the candidate uses his/her dance knowledge to	

			help students examine the roles that dance plays in their lives.	help students make interdisciplinary connections and, help students examine the roles dance plays inlives.	
CLASSROOM ENVIRONMENT DPI 6 Diversity 1.3 and 1.4 Core Standard 2.4, 2.9 and 2.10 INTASC Standard 5	There is no evidence that the candidate can yet create and manage an environment that is supportive, congenial and purposeful; one that reinforces classroom standards and procedures and supports all students and encourages them to experiment in their work and set high standards for themselves.	There is some evidence that the candidate is able to create and manage an environment that is supportive, congenial, and purposeful, but has difficulty reinforcing standards and procedures. The candidate attempts to help students experiment and set high standards for themselves, but is not yet able to do so.	There is evidence that the candidate is able to create and manage an environment that is supportive, congenial, and purposeful; one that reinforces classroom standards and supports all students and most of the time. The candidate encourages students to experiment in their work or set high standards for themselves, and the candidate is aware of the importance of enforcing health and safety in the dance environment when necessary.	There is evidence that the candidate is able to create and manage an environment that is supportive, congenial, and purposeful; one that reinforces classroom standards and supports all students and encourages them to experiment in their work and set high standards for themselves. The candidate is aware of the importance of enforcing health and safety in the dance environment and includes strategies such as the use of safety cues, and communication about safety. The candidate understands and utilizes anger management and conflict resolution strategies as appropriate in the classroom.	
DIVERSITY I DPI 11, INTASC Standard 3, Core Standard 3,	DIVERSITY The candidate does not yet demonstrated that s/he celebrates diversity, practices equity and fairness, and uses the multicultural content of dance to promote opportunities for	The candidate is beginning to celebrate diversity, practice equity and fairness, and sometimes use the multicultural content of dance to promote opportunities for learning tolerance and acceptance of others. S/he honors the	The candidate celebrates diversity, practices equity and fairness, and uses the multicultural content of dance to promote opportunities for learning tolerance and acceptance of others. S/he honors	The candidate celebrates diversity, practices equity and fairness, and uses the multicultural content of dance to promote opportunities for learning tolerance. S/he honors the many forms of diversity in the students,	

	learning tolerance and acceptance of others.	many forms of diversity in the students and models an acceptance of diversity.	diversity in students, models an acceptance of diversity, and helps students understand and use democratic principles and recognize discrimination, prejudice, and stereotypes when they occur.	models an understanding and acceptance of diversity, and helps students understand and use democratic principles and recognize discrimination, prejudice, and stereotypes when they occur. The candidate is successful in teaching a diverse population of students. S/he treats students as individuals, understands how issues such as race, class, gender, affect teaching, and works successfully with students with special needs.	
DIVERSITY II Diversity 1	The candidate does not yet create classroom environments and learning experiences that make dance accessible, meaningful and culturally relevant for diverse learners.	The candidate creates classroom environments and learning experiences that make dance accessible, meaningful and culturally relevant for diverse learners. S/he is beginning to select, evaluate and incorporate unbiased instructional materials but may not use multiple strategies to address the needs of individual learners.	The candidate creates classroom environments and learning experiences that make dance accessible, meaningful and culturally relevant for diverse learners. S/he is often able to select, evaluate and incorporate unbiased instructional materials and use multiple strategies to address the needs of individual learners.	The candidate creates classroom environments and learning experiences that make dance accessible, meaningful and culturally relevant for diverse learners. S/he is able to select, evaluate and incorporate unbiased instructional materials and use multiple strategies to address the needs of individual learners. S/he creates a safe, inclusive and caring environment in which all students can learn.	
DIVERSITY III Diversity 2	The candidate does not yet understand how students'	The candidate understands how students' cognitive,	The candidate understands how students' cognitive,	The candidate understands how students' cognitive,	

	<p>cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning. S/he cannot yet apply good matches among instructional goals, methods, and materials and students' skills and abilities, assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills, and modify instruction and assessment to meet the needs of individual student.</p>	<p>physical, socio-cultural, linguistic, emotional, and moral development influences learning. S/he applies good matches among instructional goals, methods, and materials and students' skills and abilities, but may have some difficulty assisting students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.</p>	<p>physical, socio-cultural, linguistic, emotional, and moral development influences learning. S/he applies good matches among instructional goals, methods, and materials and students' skills and abilities, and assists students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills, although s/he may not yet be able to modify instruction and assessment to meet the needs of individual students.</p>	<p>physical, socio-cultural, linguistic, emotional, and moral development influences learning. S/he applies good matches among instructional goals, methods, and materials and students' skills and abilities, assists students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills, and modifies instruction and assessment to meet the needs of individual students.</p>	
<p>DIVERSITY IV Diversity 4</p>	<p>The candidate does not yet acknowledge or understand that diversity exists in society. S/he cannot utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</p>	<p>The candidate is beginning to acknowledge and understand that diversity exists in society, although s/he may not be able to utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</p>	<p>The candidate understands that diversity exists in society and utilizes this to strengthen the classroom environment to meet the needs of individual learners. The candidate is starting to become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.</p>	<p>The candidate understands that diversity exists in society and utilizes this to strengthen the classroom environment to meet the needs of individual learners. The candidate is knowledgeable of diverse cultures and encourages families to share the richness of their backgrounds diversities. The candidate rejects the use of stereotypes and provides students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes</p>	

				affect their behaviors.	
PROFESSIONALISM DPI 13, Core Standard 4, Diversity 5	The candidate does not model attitudes and behaviors that reflect professional and ethical standards.	The candidate models attitudes and behaviors that reflect professional and ethical standards. S/he demonstrates competence in carrying out his/her responsibilities within the school setting.	The candidate models attitudes and behaviors that reflect professional and ethical standards. S/he demonstrates competence in carrying out his/her responsibilities and is becoming a leader by contributing to the growth and development of his/her peers.	The candidate models behaviors that reflect professional and ethical standards. S/he adheres to codes of ethical behavior, demonstrates competence in carrying out his/her responsibilities and demonstrates leadership in his/her classrooms, and in advocating for schools and children. The candidate supports the teaching profession by contributing to the growth and development of his/her colleagues, their school and the advancement of educational equity. S/he continually refines practices that address the individual needs of diverse learners, is proactive and deliberates in promoting and fostering respect among students.	
INTERACTION WITH SCHOOL, COMMUNITY, AND PARENTS DPI 15, INTASC 10, Diversity 3	The candidate has not yet demonstrated effective interaction with school and civic communities or serve as an advocate for quality dance education. The candidate has not yet forged partnerships to enhance educational	The candidate is starting to interact effectively with school and civic communities, and serve as an advocate for quality dance education. S/he is beginning to forge partnerships to enhance educational opportunities for students and educate others	The candidate interacts with school and civic communities, and serves as an advocate for quality dance education. S/he is forging partnerships and relationships with school colleagues, parents, and agencies in the larger community to support	The candidate interacts effectively with school and civic communities, and serves as an advocate for quality dance education. S/he is forging partnerships and relationships with school colleagues, parents, and agencies in the larger community	

	opportunities for students.	about the nature and value of quality dance education.	students' learning and well being and to enhance educational opportunities for students, and educate others about the nature and value of quality dance education. The candidate is beginning to develop strategies to communicate with the families of students, help them understand and value the educational process and encourage their participation in school activities.	to support students' learning and well being and to enhance educational opportunities for students, and educate others about the nature and value of quality dance education. The candidate is developing strategies to communicate with the families of students, help them understand and value the educational process and encourage their participation in school activities. S/he develops strategies to communicate with the families of students and help them understand and value the educational process and encourage their participation in a variety of school activities.	
RESPECT AND CARE Core Standard 6	The candidate has not demonstrated that s/he enjoys spending time in the company of children and young adults, or express pride in their students' accomplishments.	The candidate is beginning to enjoy spending time in the company of children and express pride in their students' accomplishments.	The candidate enjoys spending time in the company of children and young adults, expresses pride in students' accomplishments, and is beginning to learn all s/he can about each student and maintain the dignity of each student.	The candidate enjoys spending time in the company of children and young adults, expresses pride in student accomplishments, learns all s/he can about each student and maintains the dignity of each student.	

Evaluation Rubric

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	No Evidence	Emerging	Developing	Mastery	Your Score
ASSESSMENT 1 DPI 3, Core Standard 2.7	The candidate does not yet understand the value or use of assessment or understand appropriate applications of teacher and student assessments for dance.	The candidate is beginning to demonstrate some understanding of the value and application of assessment. S/he sometimes provides feedback (informal assessment) but does not use any formal assessment strategies.	The candidate demonstrates understanding of the value and application of assessment. She/he uses some formal and informal methods to assess what students have learned.	The candidate demonstrates an excellent understanding of the value and application of assessment. She/he uses student constructed assessments for dance and a variety of other methods to assess what students have learned (including informal and formal assessment).	
ASSESSMENT 2 DPI 10	The candidate does not yet know how to assess what their students have learned.	The candidate knows how to assess what students have learned. S/he uses some assessment tools to evaluate student performance.	The candidate knows how to assess what students have learned. S/he uses some assessment tools to evaluate student performance, and is able to summarize student learning.	The candidate knows how to assess what their students have learned. S/he uses a variety of assessment tools to evaluate student performance, uses multiple methods of assessment over time to diagnose, monitor, and summarize student learning, and interprets and reports assessment results clearly, accurately, and purposefully to students, administrators, parents, and/or other audiences.	
SELF REFLECTION DPI 14, Core Standard 5, INTASC 9, Diversity 6	The candidate has not yet demonstrated the ability to model self-direction, self-discipline, and self-evaluation. The candidate is not a reflective	The candidate is beginning to demonstrate the ability to model self-direction, self-discipline, and self-evaluation. S/he seeks opportunities to	The candidate models self-direction, self-discipline, and self-evaluation. S/he seeks opportunities to enhance professional	The candidate models self-direction, self-discipline, and self-evaluation. S/he seeks opportunities to enhance professional	

	practitioner, and does not evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) or actively seek out opportunities to grow professionally.	enhance professional growth and sometimes analyzes and evaluates the effectiveness and quality of his/her practice.	growth and sometimes analyzes and evaluates the effectiveness of his/her practice. The candidate is a reflective practitioner, sometimes evaluates the effects of his/her choices and actions on others, and continues to grow professionally.	growth and regularly analyzes and evaluates the effectiveness of his/her practice. The candidate is a reflective practitioner, evaluates the effects of his/her choices and actions on others, and continues to grow professionally. S/he uses research in his/her classrooms and is committed to educational equity. The candidate identifies her/his own biases and reflects on them in terms of practice and provides equity and access to learning in the classroom.	
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Evidence of the Conceptual Framework in the Program

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.

The dance education program is designed to reflect these values through the following curricular developments and initiatives,

Caring:

Faculty in the dance education program make every effort to make sure students in the program understand the importance of caring. Teachers Academy dispositions rubric forms are completed during DCE 457: Dance Pedagogy for ages 3-18, DCE 458: Field Experience in Dance Education, and DCE 461: Student Teaching in Dance Education. A plan of action is initiated if a student is deficient in this area (below a score of 2) to make sure s/he progresses before graduation (see action plan in Document Box). Additionally, students are rated on this area in the teaching and evaluation rubrics (see above). Moreover, faculty attempt to model the behaviors required of students and work to find a balance between caring and excellence. Faculty meet to discuss students and

evaluate how they are performing in this category, as well as to seek ways to help and support students to progress through the program (see Document Box for minutes of meetings).

Collaborative:

Faculty members believe in reaching out to colleagues in the schools and to the community. In addition, we make sure students have opportunities to take part in collaborative activities. This is achieved through interaction with cooperating teachers and co-development of curricular methods (see e-mail correspondence with Angela Greene), service to the community (see materials for High School Dance Day and the Transitions program for girls), through our coursework (see DCE 463 Community Assignments and Advocacy Project), and through rubrics (to ensure students are collaborating with others during their student teaching experiences). DCE 458: Field Experience in Dance Education is designed for collaborative participation. Students plan and teach their lessons in teams.

Competent:

All teacher education candidates in the dance education program are required to demonstrate excellence in teaching. Teaching excellence is demonstrated through the Planning, Teaching, and Evaluation Rubrics (see above rubrics). These rubrics provide a means to let know students know what is expected during these teaching experiences. Additionally, use of these rubrics help support assessment equity since the goal is to evaluate all students equally. (See syllabi). Students are required to receive an average score of 3 on these rubrics before graduating. In DCE 458: Field Experiences in Dance Education, students work together in teams to plan and teach lessons. During their student teaching experiences, students develop their teaching skills, by working more independently and under the supervision of a cooperating teacher.

Students must reach a 300 dance technique level. Additionally, students are required to demonstrate technological competency, and help their students achieve competency, through the Teaching and Technology Portfolios (some hard copy examples available in the Evidence Box; all student portfolios can be located through TaskStream and student web pages on DVDs in the Evidence Box).

Finally, the Conceptual Framework of the Teachers Academy is reflected in the dance education program through the insertion of the mission statement on all dance education syllabi.

Evaluation and Continuous Revision of the Conceptual Framework

The Teachers Academy CPC has discussed and re-affirmed the Conceptual Framework repeatedly since 2001. In 2005-06, a subcommittee of the CPC studied the Conceptual Framework and made several changes in order to assure that the Conceptual Framework is a reflection of our current thinking. Greater emphasis was placed on diversity, with the Conceptual Framework having an expanded definition/description of the multiple ways in which we are a diverse society and with a clear emphasis on our commitment to the learning of all students. The 2001 Conceptual Framework identifies four dispositions, while the 2006 Conceptual Framework identifies 10 dispositions. This is in alignment with our 2004-05 study of dispositions and the development and commitment to the ten dispositions that we measure with the new Candidate Dispositions Assessment Process rubric.

In the 2004-05 review of the dance education program requirements in relation to the Teachers Academy mission and the revised standards we received in Spring 2005, we identified areas of strength and weakness and initiated steps to determine weaknesses. The most apparent weakness was in the area of assessment. We realized that we had no formal procedures to determine the degree to which students were *caring* professionals. We also recognized that we were deficient in facilitating and assessing the kinds of *collaboration* among professionals that we cared about, specifically relationships with families and leadership within the community. Additionally, we realized that we would have to measure student dispositions using the UNCG rubric. Accordingly, faculty began to collect and analyze data on TaskStream and make changes according to the data assessed (see program minutes and Dance Education Data in the Evidence Box). Further, faculty began to collaborate with cooperating teachers in the schools to broaden curricular ideas during the fieldwork teaching process. For example, we received the high school curriculum from one teacher and shared it with our students. The students designed and taught lessons based on the themes provided by the cooperating teacher (See e-mail correspondence to support this collaboration). The cooperating teacher worked with the students to help develop appropriate lessons. This gave more agency and ownership of the teaching and learning process to the teachers in the schools. Additionally, Sue Stinson collaborated with a dance educator in Guilford County to call a meeting with lateral entry dance teachers to determine interest in a support program. An especially exciting collaborative project planned for fall 2006 involves using UNCG dance majors as mentors for high school dance students. This collaboration is with a high school dance educator enrolled in the M-licensure program; details of this project may be found in the Evidence Box.

In addition, Jill Green developed the Dance Education Rubric (see above) correlated with the Core, Diversity, Technology, and Dance standards, one that allows faculty to assess student progress through the program and gather quantitative data which we can use to assess our success and make further revisions as needed. This rubric is used in DCE 458: Field Experiences in Dance Education and again in DCE 461: Student Teaching to trace the progress. Changes made in the program from the available data this

year may be found in the Evidence Box in the program meeting minutes and Dance Education Data.)

Section III: Standard I – Candidate Knowledge, Skill and Disposition

The dance education program meets the core standards, diversity standards, technology standards and specialty area standards. Additionally, through coursework and student teaching, we require that students can work with families to support student learning. (see dance education rubrics and syllabi; and the Teaching and Technology Portfolios for all standards).

Evidence that Candidates Meet the Core Standards

The following tables demonstrate assessments and evaluations in Core Standards.

Table 3. Assessment and Evaluation of Candidates Meeting the Core Standards

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critic al performances/portfolios, etc.):	Assessment tool (rubrics/tests/observation s, etc.):
Core Standard 1 – Teachers know the content they teach.			
1:1 – Have a broad knowledge of content.	Work in all courses	Teaching and Technology Portfolio (TTP)	CUI/LIS 120 grade and certificate (see NETS I in TTP), grades in all courses (see NETS II, and Dance 1 in TTP)
1:2 – Know the content appropriate to their teaching specialty.	DCE 117, 255, 340, 217, 205, 241, 253, 305, 355, 340, 417, 458, 461, 505	Performance in classes, lesson plans, teaching (in teams and alone), self-evaluations TTP, Dance Education Rubric (DER)	Grades in dance courses (see NETS II, III, and Dance 1 in TTP), DER for DCE 458, and 461 in planning, teaching, and evaluation (see DCE 458 and DCE 461 in TTP).
1:3 – Understand the ways in which their teaching area connects to the broad curriculum.	DCE 446, 457, 463	TTP, Resource file, Advocacy Project	Grades in DCE 446, 457, and 463 (transcripts in Nets II, Dance 1 in TTP), Resource File in TTP (Dance Standards 1 and 2), Advocacy Projects (Dance Standard 15)
1:4 – Know relevant applications of the content they teach.	DCE 457, 458, 461, 463, CUI 470	TTP, Resource File, DER	Grade in CUI 470 (transcripts in TTP, Dance 1), DER for DCE 458, and 461 in planning, teaching, and evaluation in TTP
Core Standard 2 – Teachers know how to teach students.			
2:1 – Know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social and emotional development of the students.	DCE 446, 457, DCE 463, CUI 450, CUI 470/535	Lesson Plans, Kid Project, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grades in CUI 450 and CUI 470/535 (transcripts) in TTP NETS II; Dance 1; NETS IIA), DER for DCE 458, and 461 in planning, teaching, and evaluation in TTP

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
2:2 – Use a variety of methods to teach students.	DCE 457, DCE 458, DCE 461, DCE 463, CUI 450, CUI 470/535 535	Lesson Plans, Teaching and Self Evaluations, TTP	Grade in CUI 470 (transcripts in TTP NETS II; Dance 1; NETS IIA and IIIC), DER for DCE 458, and 461 in planning, teaching, and
2:3 – Are expert communicators.	DCE 458. 461, 463, 505	Lesson Plans, Teaching and Self Evaluations, TTP	Grade in DCE 505 (transcripts in TTP NETS II; Dance 1; NETS VD), DER for DCE 458, and 461 in planning, teaching, and evaluation in TTP
2:4 – Able to use communication skills to circumvent or manage conflict as it arises in the classroom.	DCE 458, 461	Teaching and Self Evaluations, TTP	DER for DCE 458, and 461 in planning, teaching, and evaluation in TTP
2:5 – Have strong and current technology skills.	CUI 120, DCE 463	LIS 120 Certificate, TTP	Grade and certificate in CUI 120 (NETS I in TTP)
2:6 – Plan instruction that is appropriate for the students they teach.	DCE 458, DCE 461, CUI 120, CUI 450, CUI 470/535	Lesson Plans, Teaching and Self Evaluations, TTP	Grades in CUI 120, CUI 450, CUI 470/535 Resource File, Lesson Plans, Teaching, and Self-evaluations in TTP (Dance Standards 4, 7, 8, and 12)
2:7 – Use a variety of methods to assess what students have learned.	DCE 458, DCE 461, DCE 463, CUI 450, CUI 470/535	Rubrics and Assessment Assignments, Lesson Plans, Teaching and Self Evaluations, TTP	Grades in CUI 450, CUI 470/535, Rubric and Assessment Assignment and Teaching, and Self-evaluations in TTP (Dance Standards 3, 8, 9, 10, and 12; NETS IVA-C)
2:8 – Teach communication, thinking, and problem solving skills.	DCE 458, DCE 461, CUI 470/535	Lesson Plans, Teaching and Self Evaluations, TTP, DER	Grades in CUI 450, CUI 470/535, and, Lesson Plans, DER, and Teaching, and Self-evaluations in TTP (Dance Standards 7 and 11; NETS IIIC)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critic al performances/portfolios, etc.):	Assessment tool (rubrics/tests/observation s, etc.):
2:9 – Help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. Understand the importance of building a positive classroom climate through emphasizing constructive communication.	DCE 461, DCE 463	Lesson Plans, Teaching and Self Evaluations, TTP, DER	Lesson Plans, DER, and Teaching, and Self-evaluations in TTP (Dance Standards 6 and 11; NETS IIIB, IVC)
2:10 – Instill a love of learning and self-confidence based on achievement.	DCE 458, DCE 461	Lesson Plans, Teaching and Self Evaluations, TTP, DER	Lesson Plans, DER, and Teaching, and Self-evaluations in TTP (Dance Standards 5, 6, 7, 8, 11, and 12; NETS IIIB, IVC)
2:11 – Align their instruction with the required curriculum.	DCE 457, DCE 458, DCE 461, DCE 463, CUI 120 (computer cer.), CUI 470	Lesson Plans, Resource Files, Teaching and Self Evaluations, TTP, DER	Lesson Plans, Resource Files, DER, and Teaching, and Self-evaluations in TTP (Dance Standards 1 and 8; NETS IIIA, IIIC)
Core Standard 3 – Teachers are successful in teaching a diverse population of students.			
3:1 – Demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.	DCE 446, DCE 457, DCE 463, CUI 450, CUI 470/535	Lesson Plans, Kid Project, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grades in CUI 450 and 470/535 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching, and Self-evaluations in TTP (Dance Standards 4, 7, 8, 11, and 12; NETS IIA, IIIB, VI B-E)
3:2 – Treat students as individuals.	DCE 446, DCE 457, DCE 458, DCE 461, CUI 120, CUI 450, CUI 470/535	Kid Project, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grades in CUI 450 and 470/535 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching, and Self-evaluations in TTP (Dance Standards 7, 8, 11, and 12)
3:3 – Know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. Understand how and individual's belief system affects behavior.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463, CUI 450, CUI 470/535	Kid Project, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grades in CUI 450 and 470/535 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching, and Self-evaluations in TTP (Dance Standards 7, 8, 11, and 12; NETS IIA, IIC, IIIB, IVA, VIB-E)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
3:4 – Adapt their teaching for the benefit of students with special needs.	DCE 457, DCE 461, DCE 463, CUI 120, CUI 450, CUI 470/ 535	Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER), Advocacy Project, TTP	Grades in CUI 450 and 470/535 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching, and Self-evaluations in TTP (Dance Standards 4, 7, 8, 9,11, and 12)
3:5 – Work collaboratively with the families and significant adults in the lives of their students.	DCE 461, DCE 463	Advocacy Project, Production Budget Assignment, Lesson Plans, Resource File, Teaching and Self-Evaluations, DER, TTP	Advocacy Project, Production Budget Assignment, Lesson Plans, Resource File, Teaching and Self-Evaluations in TTP (Dance Standard 15 and 1-15 generally)
Core Standard 4 – Teachers are leaders.			
4:1 Lead in their classrooms.	DCE 461	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching, and Self-evaluations in TTP (Dance Standards 6-15), Dispositions Rubric and DER (in Document Box)
4:2 – Lead in the school.	DCE 461	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching, and Self-evaluations in TTP (Dance Standards 6-15), Dispositions Rubric and DER (in Document Box)
4:3 – Lead in advocating for schools and children.	DCE 461	Advocacy Project, Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	TTP (Dance Standard 15, some evidence in Dance 11-15), Dispositions Rubric and DER (in Document Box)
4:4 – Function effectively in a complex, dynamic environment.	DCE 463	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching, and Self-evaluations in TTP (Dance Standards 6-15), Dispositions Rubric and DER (in Document Box)
4:5 – Meet high ethical standards of practice.	DCE 461	Advocacy Project, Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching, and Self-evaluations in TTP (Dance Standards 6-15), Dispositions Rubric and DER (in Document Box)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
4:6 – Support the teaching profession.	DCE 461	Advocacy Project, Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching, and Self-evaluations in TTP (Dance Standards 6-15), Dispositions Rubric and DER (in Document Box)
Core Standard 5 – Teachers are reflective about their practice.			
5:1 – Analyze the results of teaching.	DCE 458, DCE 461, 463	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP (Dance Standards 1-15; NETSIVA-C), Dispositions Rubric and DER (in Document Box)
5:2 – Collaborate with their colleagues.	DCE 458, DCE 461, DCE 463, CUI 470/535	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Grades in DCE 458, DCE 461, DCE 463, CUI 470/535 (Dance 1 in TTP), Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP (Dance Standards 1-15), Dispositions Rubric and DER (in Document Box)
5:3 – Use research in their classrooms.	DCE 457, DCE 463, CUI 470/ 535	Resource File, Lesson Plans, Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Grade in CUI 470/535 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP (Dance Standards 1-15; NETS IIB), Dispositions Rubric and DER (in Document Box)
5:4 – Continue to grow professionally.	DCE 458, DCE 461, DCE 463	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP (Dance Standards 1-15; NETS VA-D), Dispositions Rubric and DER (in Document Box)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critic al performances/portfolios, etc.):	Assessment tool (rubrics/tests/observati ons, etc.):
Core Standard 6 – Teachers respect and care about students.			
6:1 – Enjoy spending time in the company of children and young adults.	DCE 458, DCE 461, DCE 463	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP (Dance Standards 1-15), Dispositions Rubric and DER (in Document Box)
6:2 – Learn all they can about each of their students.	DCE 458, DCE 461, DCE 463, CUI 450/535	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP (Dance Standards 1-15), Dispositions Rubric and DER (in Document Box)
6:3 – Maintain the dignity of each student.	DCE 457, DCE 458, DCE 461, DCE 463, CUI 450/535	Lesson Plans, Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, and Lesson Plans in TTP (Dance Standards 1-15), Dispositions Rubric and DER (in Document Box)
6:4 – Express pride in their student's accomplishments.	DCE 458, DCE 461, CUI 450/535	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP (Dance Standards 1-15), Dispositions Rubric and DER (in Document Box)

Table 4. Evidence that Candidates Meet the Core Standards

Core Standard 1 – Teachers know the content they teach.		
Indicator 1:1 – Have a broad knowledge of content.		
Indicator 1:2 – Know the content appropriate to their teaching specialty.		
Indicator 1:3 – Understand the ways in which their teaching area connects to the broad curriculum.		
Indicator 1:4 – Know relevant applications of the content they teach.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in DCE TECHNIQUE CLASSES; DCE 117, 255, 340, 217, 205, 241, 253, 305, 355, 340, 417, 457, 458, 461, 505 (transcripts in Teaching and Technology Portfolio (TTP) (Dance Standard 1 in TTP)	Fall 2001-Spring 2006 Fall 2006	100% at C or above 100% acceptable
Grades in DCE 446, 457, and 463 (transcripts) Dance 1 in TTP), Resource File in TTP (Dance Standards 1 and 2), Advocacy Projects (Dance Standard 15), (NETS II-VI) in TTP	Fall 2001- Spring 2006	100% acceptable
Grade in CUI 470 (transcripts in TTP Dance 1)	Fall 2001- Spring 2006	100% acceptable
Dance Education Rubric (DER) for DCE 458, and 461 in planning, teaching, and evaluation (see DCE 458 and DCE 461 TTP and Document Box (NETS I-III).	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)

Core Standard 2 – Teachers know how to teach students.

Indicator 2:1 – Know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social and emotional development of the students.
Indicator 2:2 – Use a variety of methods to teach students.
Indicator 2:3 – Are expert communicators.
Indicator 2:4 – Able to use communication skills to circumvent or manage conflict as it arises in the classroom.
Indicator 2:5 – Have strong and current technology skills.
Indicator 2:6 – Plan instruction that is appropriate for the students they teach.
Indicator 2:7 – Use a variety of methods to assess what students have learned.
Indicator 2:8 – Teach communication, thinking, and problem solving skills.
Indicator 2:9 – Help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. Understand the importance of building a positive classroom climate through emphasizing constructive communication.
Indicator 2:10 – Instill a love of learning and self-confidence based on achievement.
Indicator 2:11 – Align their instruction with the required curriculum.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in DCE 446, 457, 458, 461, 463, CUI 450, and CUI 470/535 (transcripts in Dance 1 in TTP)	Fall 2001- Spring 2006	100% acceptable
Resource File (DCE 446) in Teaching and Technology Portfolio (TTP Dance 1-15; NETS I-V), Grade in DCE 505 (transcripts in Dance 1 in TTP)	Fall 2001-Spring 2006	100% acceptable (Students who failed DCE 446 or had unsatisfactory grades on the Resource File were not accepted into the program.)
Dance Education Rubric (DER) for evaluation in DCE 458 and 461 in planning, teaching, and evaluation TTP and Document Box (Dance 1-15 ; NETS I-V)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Lesson Plans (TTP Dance 1-15; NETS I-V)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching, and Self-evaluations (TTP Dance 1-15; NETS I-V)	Fall 2001-Spring 2006	100% acceptable except for one student who will complete the TTP during student teaching in the fall
Advocacy Projects (Dance Standard 15 ; NETS I-V in TTP)	Fall 2004-Spring 2006	100% acceptable
Rubrics and Assessment Assignments (TTP Dance 3, 7,8, 9 and 10; NETS I-V)	Fall 2005-Spring 2006	100% acceptable

Core Standard 3 – Teachers are successful in teaching a diverse population of students.

Indicator 3:1 – Demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.
Indicator 3:2 – Treat students as individuals.
Indicator 3:3 – Know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child’s development and personality. Understand how and individual’s belief system affects behavior.
Indicator 3:4 – Adapt their teaching for the benefit of students with special needs.
Indicator 3:5 – Work collaboratively with the families and significant adults in the lives of their students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in CUI 450 and 470/535 (Dance 1 in TTP)	Fall 2001-Spring 2006	100% acceptable
Resource File (in TTP Dance Standards 4, 7, 8, 9, 11, 12, 15 and 1-15 generally; NETS II,III,IV, VI)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans (in TTP Dance Standards 4, 7, 8, 9, 11, 12, 15 and 1-15 generally ;NETS II,III,IV, VI)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching, and Self-evaluations (in TTP Dance Standards 4, 7, 8, 9, 11, 12, 15 and 1-15 generally; NETS II,III,IV, VI)	Fall 2001-Spring 2006	100% acceptable by graduation

Core Standard 4 – Teachers are leaders.

Indicator 4:1 Lead in their classrooms.
Indicator 4:2 – Lead in the school.
Indicator 4:3 – Lead in advocating for schools and children.
Indicator 4:4 – Function effectively in a complex, dynamic environment.
Indicator 4:5 – Meet high ethical standards of practice.
Indicator 4:6 – Support the teaching profession.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Teaching, and Self-evaluations in TTP (Dance Standards 6-15; NETS II-VI)	Fall 2001-Spring 2006	100% acceptable by graduation
Dispositions Rubric (TTP and Document Box (Dance Standards 6-15; NETS II-VI)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dance Education Rubric (in Document Box)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)

Core Standard 5 – Teachers are reflective about their practice.

- Indicator 5:1 – Analyze the results of teaching.
- Indicator 5:2 – Collaborate with their colleagues.
- Indicator 5:3 – Use research in their classrooms.
- Indicator 5:4 – Continue to grow professionally.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Teaching and Self-Evaluations (TTP Dance Standards 1-15; NETS II, IV, V)	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Evaluations (TTP and Document Box (Dance Standards 1-15; NETS II, IV, V)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dispositions Rubric, TTP and Document Box (Dance Standards 1-15)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Grades in DCE 458, DCE 461, DCE 463, CUI 470/535	Fall 2001-Spring 2006	100% acceptable
Lesson Plans (in TTP Dance Standards 1-15; NETS II, IV, V)	Fall 2001-Spring 2006	100% acceptable by graduation
Advocacy Projects (Dance Standard 15; NETS II, IV, V in TTP)	Fall 2004-Spring 2006	100% acceptable
Resource File (in TTP Dance Standards 1-15; NETS II, IV, V)	Fall 2001-Spring 2006	100% acceptable

Core Standard 6 – Teachers respect and care about students.

- Indicator 6:1 – Enjoy spending time in the company of children and young adults.
- Indicator 6:2 – Learn all they can about each of their students.
- Indicator 6:3 – Maintain the dignity of each student.
- Indicator 6:4 – Express pride in their student’s accomplishments.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in CUI 450 and 470/535 (Dance 1 in TTP)	Fall 2001-Spring 2006	100% acceptable
Teaching and Self-Evaluations (TTP Dance Standards 11-15)	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Evaluations (TTP and Document Box (Dance Standards 11-15)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dispositions Rubric, TTP and Document Box (Dance Standards 11-15)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)

Evidence that Candidates Meet the Diversity Standards

Diversity in dance education is addressed in a number of dance education courses, as well as history courses and African Dance (see syllabi in Document Box). Students directly examine methodologies of teaching and learning through the medium of dance with observations and laboratory experience for all levels through field experience and student teaching. Further, during the methods courses they learn about all levels of dance education (K-12), special populations in dance, and considerations regarding cultural differences in dance pedagogy and diverse learning styles.

Critical thinking skills and compassion, in relation to dance and the human experience, are developed throughout the dance education curriculum. For example, students discuss socio-cultural issues that are relevant to dance education. They are exposed to students from diverse backgrounds and taught to reflect about how their own socio-cultural backgrounds and experiences influence how they teach. (Samples of student work reflecting these levels of thinking may be found in the Evidence Box). Additionally, students develop the capacity and dispositions necessary for continued learning. Disposition evaluations are conducted in DCE 457: Dance Pedagogy for Ages 3-18, DCE 458: Field Experience in Dance Education, and 463: Seminar in Dance Education. Additionally, students write about insights into their own dispositions (see Technology Portfolio, Dance Standards 13-15 Folders and syllabi for DCE 457, 458, and 463).

Faculty members teach students to communicate with learners of diverse backgrounds and learning styles. Moreover, there is an effort to recruit minority students. One particular example is High School Dance Day, during which diverse students from a variety of backgrounds are invited to the university to perform, take master classes and attend UNCG performances, in an effort to attract future dance students from the public schools across the state. The Melanie Feinstein Scholarship provides another means of recruiting students who are conscious of social issues and humanitarian concerns in dance; this scholarship is designated for a minority student.

The following tables provide evidence that candidates for the initial teaching license meet the diversity standards.

Table 5. Assessment and Evaluation of Candidates Meeting the Diversity Standards

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.			
1:1 – Select, evaluate and incorporate unbiased instructional materials.	DCE 457, DCE 463, CUI/ 535	Lesson Plans, Resource File, Kid Project, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grades in CUI 450 and 470/535 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching, and Self-evaluations in TTP (Dance Standards 11 and 12)
1:2 – Use multiple strategies to address the needs of individual learners.	DCE 457, DCE 458, DCE 461, DCE 463, CUI 470/535	Lesson Plans, Resource File, Kid Project, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grades in CUI 450 and 470/535 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching, and Self-evaluations, DER in TTP (Dance Standard 7; NETS IIIB, VIB-E)
1:3 – Create a safe, inclusive and caring environment in which all students can learn.	DCE 458, DCE 461	Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Teaching, and Self-evaluations, and DER in TTP (Dance Standard 6; NETS IIE, IIIB, VIB-E)
1:4 – Understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.	DCE 461	Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Teaching, and Self-evaluations, and DER in TTP (Dance Standard 6)
1:5 – Use a variety of assessment procedures/instruments.	DCE 457, DCE 458, DCE 461, DCE 463, CUI 470/535	Lesson Plans, Resource File, Teaching and Self Evaluations, TTP	Grades in CUI 450 and CUI 470/535 (transcripts in Dance 1 in TTP), Lesson Plans, Resource File, and Teaching and Self Evaluations in TTP (Dance Standards 3, 7, and 10;NETS IIC, IVA-C, VB)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critic al performances/portfolios, etc.):	Assessment tool (rubrics/tests/observation s, etc.):
Diversity Standard 2 – Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.			
2:1 – Seek and apply good matches among instructional goals, methods, and materials and students’ skills and abilities.	DCE 461, CUI 470, CUI 470/535	Lesson Plans, Resource File, Teaching and Self Evaluations, TTP	Grades in CUI 450 and CUI 470/535 (transcripts in Dance 1 in TTP), Lesson Plans, Resource File, and Teaching and Self Evaluations in TTP (Dance Standards 4, 5, 7, 8, 9, 10, and 11)
2:2 – Assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.	DCE 461, CUI 450, CUI 470/ 535	Lesson Plans, Resource File, Teaching and Self Evaluations, TTP	Grades in CUI 450 and CUI 470/535 (transcripts in Dance 1 in TTP), Lesson Plans, Resource File, and Teaching and Self Evaluations in TTP (Dance Standards 7, 8, 10, and 12; NETS IIE, IIIA)
2:3 – Modify instruction and assessment to meet the needs of individual student.	DCE 458, DCE 461, CUI 470/535	Lesson Plans, Resource File, Teaching and Self Evaluations, TTP	Grades in CUI 450 and CUI 470/535 (transcripts in Dance 1 in TTP), Lesson Plans, Resource File, and Teaching and Self Evaluations in TTP (Dance Standards 3, 4, 9, 10, and 12; NETS IVC, VB)
Diversity Standard 3 – Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.			

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
3:1 – Develop strategies to communicate with the families of their students, helps them understand and value the educational process and encourage their participation in a variety of school activities.	DCE 461, DCE 463, CUI 450, CUI 470/535	Advocacy Project, Production Budget Assignment, Lesson Plans, Resource File, Teaching and Self-Evaluations, DER, TTP	Grades in CUI 450 and 470/535 (Dance 1; NETS VD in TTP), Advocacy Project, Production Budget Assignment, Lesson Plans, Resource File, Teaching and Self-Evaluations in TTP (Dance Standard 15 and 1-15 generally; NETS IVB-C, VD)
3:2 – Recognize and value the family's role in education and offer them suggestions on how to help their children complete school-related tasks.	DCE 446, DCE 461, CUI 450, CUI 470/535	Kid Project, Advocacy Project, Teaching, and Self-Evaluations, Dance Education Rubric (DER), TTP	Grades in CUI 450 and 470/535 (Dance 1 in TTP), Resource File, Advocacy Project, Teaching, and Self-evaluations in TTP (Dance Standards 7, 8, 11, 12, and 15)
3:3 – Make links with the learners' other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.	DCE 461	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching, and Self-evaluations in TTP (Dance Standards 6-15; NETS VD), Dispositions Rubric and DER (in Document Box)
3:4 – Talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.	DCE 461, CUI 450, CUI 470/535	Teaching and Self-Evaluations, Dance Education Rubric (DER), Dispositions Rubric, TTP	Teaching, and Self-evaluations in TTP (Dance Standards 6-15), Dispositions Rubric and DER (in Document Box)
Diversity Standard 4 – Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.			
4:1 – Become knowledgeable of diverse cultures and encourages families to share the richness of their backgrounds.	DCE 457, DCE 461, world dance forms, DCE 205	Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER), Advocacy Project, TTP	Grades in DCE 205 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching, and Self-evaluations in TTP (Dance Standards 6, 7, 11, 12, and 15; NETS IIA, IIIB)
4:2 – Provided opportunities for students and their families to share their diversities.	DCE 457, DCE 461	Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER), Advocacy Project, TTP	Grades in DCE 205 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching, and Self-evaluations in TTP (Dance Standards 11, and 15; NETS VD)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critic al performances/portfolios, etc.):	Assessment tool (rubrics/tests/observation s, etc.):
4:3 – Promote appreciation and respect for diversity by rejecting the use of stereotypes.	DCE 446, 457, DCE 461, CUI 450, CUI 470/535	Letter Assignment, Resource File, Lesson Plans, Teaching and Self-Evaluations, Dance Education Rubric (DER), Advocacy Project, TTP	Grades in CUI 450 and CUI 470/535 (Dance 1 in TTP), Resource File, Lesson Plans, Teaching, and Self-evaluations, Advocacy in TTP (Dance Standards 11, and 15)
4:4 – Provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.	DCE 461	Lesson Plans, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Lesson Plans, Teaching, and Self-evaluations, Advocacy in TTP (Dance Standards 11, and 15: NETS IIIB-C, VIB-E)
Diversity Standard 5 – Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.			
5:1 – Become strong advocates for educational equity.	DCE 446, DCE 457, DCE 461, DCE 463, CUI 120	Advocacy Project, Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grade in CUI/LIS 120 (Dance 1 in TTP), Advocacy Project, Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER) in TTP (Dance Standards 11, and 15; NETS IIIB, VD, VIB-E)
5:2 – Continually refine practices that address the individual needs of diverse learners.	DCE 457, DCE 461, CUI 120/LIS	Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER)	Grade in CUI/LIS 120 (Dance 1 in TTP), Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER) in TTP (Dance Standards 4, 8, 10, 12, and 14; NETS IIIB-C, IVA-C VD, VIB-E)
5:3 – Are proactive and deliberate in promoting and fostering respect among students.	DCE 461	Advocacy Project, Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grades in CUI 450 and CUI/LIS 120 (Dance 1 in TTP), Advocacy Project, Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER) in TTP (Dance Standards 11, and 15; NETS IIIB, VD, VIB-E)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
Diversity Standard 6 – Teachers of diverse students are reflective practitioners who are committed to educational equity.			
6:1 – Identify own biases and reflect on them in terms of practice.	DCE 458, DCE 461, CUI 470/ 535	Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grade in CUI 470/535 (Dance 1 in TTP), Advocacy Project, Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER) in TTP (Dance Standards 11, 12, 13, 14, and 15)
6:2 – Provide equity and access to learning in classroom.	DCE 446, DCE 461, DCE 463, CUI/LIS 120	Advocacy Project, Letter Assignment, Letter Assignment, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Grade in CUI/LIS (Dance 1 in TTP), Advocacy Project, Letter Assignment, Teaching and Self-Evaluations, Dance Education Rubric (DER) in TTP (Dance Standards 11, 13, 14, and 15; NETSIIA; IIIB, IVC, VIA-E)

Table 6. Evidence that Candidates Meet the Diversity Standards

Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.		
Indicator 1:1 – Select, evaluate and incorporate unbiased instructional materials.		
Indicator 1:2 – Use multiple strategies to address the needs of individual learners.		
Indicator 1:3 – Create a safe, inclusive and caring environment in which all students can learn.		
Indicator 1:4 – Understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.		
Indicator 1:5 – Use a variety of assessment procedures/instruments.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in CUI 450 and 470/535	Fall 2001-Spring 2006	100% acceptable
Resource File (in TTP Dance Standards 3, 6, 7, 10, 11, and 12; NETS II,III,IV, VI)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans (in TTP Dance Stands. 4, 7, 8, 9, 11, 12, 15 and 1-15 ; NETS IIC and E,III B,VB, VI B-E)	Fall 2001-Spring 2006	100% acceptable
Teaching, and Self-evaluations (in TTP Dance Standards 4, 7, 8, 9, 11, 12, 15 and 1-15 generally; NETS IIC and E,III B,VB, VI B-E)	Fall 2001-Spring 2006	100% acceptable by graduation
Advocacy Project (in TTP Dance Standards TTP Dance Standards 11-15; NETS III B, VD, VI B-E)	Fall 2001-Spring 2006	100% acceptable
Letter Assignment Project (in TTP Dance Standards TTP Dance Stands. 11-15; NETS III B, VD, VI B-E)	Fall 2005-Spring 2006	100% acceptable

Diversity Standard 2 – Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.		
Indicator 2:1 – Seek and apply good matches among instructional goals, methods, and materials and students’ skills and abilities.		
Indicator 2:2 – Assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.		
Indicator 2:3 – Modify instruction and assessment to meet the needs of individual student.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in CUI 450 and 470/535 (Dance 1 in TTP)	Fall 2001-Spring 2006	100% acceptable
Resource File (in TTP Dance Standards 3, 4, 5, 7, 8, 9, 10, 11, 12; NETS IIE,IIIA,IVC, VIB)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans (in TTP Dance Standards 3, 4, 5, 7, 8, 9, 10, 11, 12; NETS IIE,IIIA,IVC, VIB)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching, and Self-evaluations (in TTP Dance Standards 3, 4, 5, 7, 8, 9, 10, 11, 12; NETS IIE,IIIA,IVC, VIB)	Fall 2001-Spring 2006	100% acceptable by graduation
Advocacy Project (in TTP Dance Standards TTP Dance Stands. 11-15; NETS III B, VD, VI B-E)	Fall 2001-Spring 2006	100% acceptable
Letter Assignment Project (in TTP Dance Standards TTP Dance Stands. 11-15; NETS IIIB, VD, VI B-E)	Fall 2001-Spring 2006	100% acceptable

Diversity Standard 3 – Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Indicator 3:1 – Develop strategies to communicate with the families of their students, helps them understand and value the educational process and encourage their participation in a variety of school activities.

Indicator 3:2 – Recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks.

Indicator 3:3 – Make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.

Indicator 3:4 – Talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in CUI 450 and 470/535 (Dance 1 in TTP)	Fall 2001-Spring 2006	100% acceptable
Resource File (in TTP Dance Standards 1-15; NETS VD)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans (in TTP Dance Standards 1-15, NETS VD)	Fall 2001-Spring 2006	100% acceptable by graduation
Advocacy Project (in TTP Dance Standards 15; NETS VD)	Fall 2001-Spring 2006	100% acceptable
Production Budget Assignment	Spring 2006	100% acceptable
Teaching and Self-Evaluations (TTP Dance Standards 1-15; NETS VD)	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Evaluations TTP and Document Box (Dance Standards 1-15; NETS VD)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dispositions Rubric, TTP and Document Box (Dance Standards 1-15; NETS VD)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)

Diversity Standard 4 – Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 4:1 – Become knowledgeable of diverse cultures and encourages families to share the richness of their backgrounds.

Indicator 4:2 – Provided opportunities for students and their families to share their diversities.

Indicator 4:3 – Promote appreciation and respect for diversity by rejecting the use of stereotypes.

Indicator 4:4 – Provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in DCE 205, CUI 450 and 470/535 (Dance 1 in TTP)	Fall 2001-Spring 2006	100% acceptable
Resource File (in TTP Dance Standards 6, 7, 11, 12, and 15; NETS IIA, IIIB-C, VD, VIB-E)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans (in TTP Dance Standards 6, 7, 11, 12, and 15; NETS IIA, IIIB-C, VD, VIB-E)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching and Self-Evaluations (TTP Dance Standards 6, 7, 11, 12, and 15; NETS IIA, IIIB-C, VD, VIB-E)	Fall 2001-Spring 2006	100% acceptable by graduation
Advocacy Project (in TTP Dance Standards TTP Dance Standards 11-15; NETS III B-C, VI B-E)	Fall 2001-Spring 2006	100% acceptable

Diversity Standard 5 – Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

- Indicator 5:1 – Become strong advocates for educational equity.
 Indicator 5:2 – Continually refine practices that address the individual needs of diverse learners.
 Indicator 5:3 – Are proactive and deliberate in promoting and fostering respect among students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in CUI/LIS 120, CUI 450 and 470/535 (Dance 1 in TTP)	Fall 2001-Spring 2006	100% acceptable
Resource File (in TTP Dance Standards 4, 8, 10, 11, 12, 14, 15; NETS IIIB-C, IV A-C, VD, VIB-E)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans (in TTP Dance 4, 8, 10, 11, 12, 14, 15; NETS IIIB-C, IV A-C, VD, VIB-E)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching and Self-Evaluations (TTP Dance 4, 8, 10, 11, 12, 14, 15; NETS IIIB-C, IV A-C, VD, VIB-E)	Fall 2001-Spring 2006	100% acceptable by graduation
Advocacy Project (in TTP Dance Standards TTP Dance Standards 11,15; NETS III B-C, IV A_C,VD, VI B-E)	Fall 2001-Spring 2006	100% acceptable
Dance Education Rubric in TTP and Document Box (Dance 4, 8, 10, 11, 12, 14, 15; NETS IIIB-C, IV A-C, VD, VIB-E)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation

Diversity Standard 6 – Teachers of diverse students are reflective practitioners who are committed to educational equity.

- Indicator 6:1 – Identify own biases and reflect on them in terms of practice.
 Indicator 6:2 – Provide equity and access to learning in classroom.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in CUI/LIS 120, CUI 470/535 (Dance 1 in TTP)	Fall 2001-Spring 2006	100% acceptable
Advocacy Project (in TTP Dance Standards TTP Dance Standards 11-15; NETS IIA, III B, IVC, VIA-E)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans (in TTP Dance Standards 11-15; NETS IIA, IIIB, IVC, VIA-E)	Fall 2001-Spring 2006	100% acceptable by graduation
Resource File (in TTP Dance Standards 11-15; NETS IIA, IIIB, IVC, VIA-E)	Fall 2001-Spring 2006	100% acceptable
Dance Education Rubric in TTP and Document Box (Dance 11-15; NETS IIA, IIIB, IVC, VIA-E)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Letter Assignment (Dance Standards 11, 13, 14, and 15; NETSIIA; IIIB, IVC, VIA-E)	Fall 2005	100% acceptable
Teaching and Self-Evaluations in TTP and Document Box (Dance 11-15; NETS IIA, IIIB, IVC, VIA-E)	Fall 2001-Spring 2006	100% acceptable by graduation

Evidence that Candidates Meet the Technology Standards

Since the last visit, dance education candidates have been required to submit a Teaching and Technology. This year (2005-2006), students submitted e-portfolios through TaskStream. Before then, students were required to submit hard copies of the portfolio. (Hard copies and Electronic copies [DVDs] are available in the Document Box.)

The Teaching and Technology Portfolio is divided into two sections. Students provide evidence that they are competent in the DPI Dance Standards (Specialty Area Standards) and the NETS Technology Standards. This year, we added the Teachers Academy Rubric form for the portfolio. Therefore students are proficient in the dance, NETS, and UNCG teaching and technology standards.

The following tables provide evidence that candidates for the initial teaching license meet the technology standards.

Table 7. Assessment and Evaluation of Candidates Meeting the Technology Standards

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
Technology Standard 1 – Teachers demonstrate a sound understanding of technology operations and concepts.			
1:1 – Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.	CUI/LIS 120	CUI/LIS 120 Certificate, Transcript	Teaching and Technology Portfolio (TTP) -NETS IA
1:2 – Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	CUI/LIS 120, DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	Teaching and Technology Portfolio (TTP)	TTP - NETS IB
Technology Standard 2 – Teachers plan and design effective learning environments and experiences supported by technology.			
2:1 – Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP - NETS IIA
2:2 – Apply current research on teaching and learning with technology when planning learning environments and experiences.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IIB
2:3 – Identify and locate technology resources and evaluate them for accuracy and suitability.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP - IIC

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
2:4 – Plan for the management of technology resources within the context of learning activities.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IID
2:5 – Plan strategies to manage student learning in a technology-enhanced environment.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IIE
Technology Standard 3 – Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.			
3:1 – Facilitate technology-enhanced experiences that address content standards and student technology standards.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IIIA
3:2 – Use technology to support learner-centered strategies that address the diverse needs of students.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IIIB
3:3 – Apply technology to develop students' higher order skills and creativity.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IIIC
3:4 – Manage student learning activities in a technology-enhanced environment.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IIID
Technology Standard 4 – Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.			

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
4:1 – Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IVA
4:2 – Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IVB
4:3 – Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – IVC
Technology Standard 5 – Teachers use technology to enhance their productivity and professional practice.			
5:1 – Use technology resources to engage in ongoing professional development and lifelong learning.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – VA
5:2 – Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – VB
5:3 – Apply technology to increase productivity.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – VC

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
5:4 – Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – VD
Technology Standard 6 – Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.			
6:1 – Model and teach legal and ethical practice related to technology use.	CUI/LIS 120, DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – VIA
6:2 – Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	CUI/LIS 120, DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – VIB
6:3 – Identify and use technology resources that affirm diversity.	CUI/LIS 120, DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – VIC
6:4 – Promote safe and healthy use of technology resources.	CUI/LIS 120, DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – VID
6:5 – Facilitate equitable access to technology resources for all students.	CUI/LIS 120, DCE 446, DCE 457, DCE 458, DCE 461, DCE 463	TTP	TTP – VIE

Table 8. Evidence that Candidates Meet the Technology Standards

Technology Standard 1 – Teachers demonstrate a sound understanding of technology operations and concepts.		
Indicator 1:1 – Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.		
Indicator 1:2 – Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Certificate and Grades in CUI/LIS 120 (NETS I; Dance I in Teaching and Technology Portfolio - TTP)	Fall 2001-Spring 2006	100% acceptable
Teaching and Self-Evaluations (NETS IA and B in TTP)	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Evaluations (NETS IA and B in TTP and Document Box)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dispositions Rubric (NETS IA and B in TTP and Document Box)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Resource File Rubric (NETS IA and B in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans Rubric (NETS IA and B in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable

Technology Standard 2 – Teachers plan and design effective learning environments and experiences supported by technology.		
Indicator 2:1 – Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		
Indicator 2:2 – Apply current research on teaching and learning with technology when planning learning environments and experiences.		
Indicator 2:3 – Identify and locate technology resources and evaluate them for accuracy and suitability.		
Indicator 2:4 – Plan for the management of technology resources within the context of learning activities.		
Indicator 2:5 – Plan strategies to manage student learning in a technology-enhanced environment.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Teaching and Self-Evaluations (NETS IIA – E in TTP)	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Evaluations (NETS IIA - E in TTP and Document Box)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dispositions Rubric (NETS IIA – E in TTP and Document Box)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Resource File Rubric (NETS IIA - E in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans Rubric (NETS IIA - E in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable

Technology Standard 3 – Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Indicator 3:1 – Facilitate technology-enhanced experiences that address content standards and student technology standards.

Indicator 3:2 – Use technology to support learner-centered strategies that address the diverse needs of students.

Indicator 3:3 – Apply technology to develop students' higher order skills and creativity.

Indicator 3:4 – Manage student learning activities in a technology-enhanced environment.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Teaching and Self-Evaluations (NETS IIIA – D in TTP	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Evaluations (NETS IIIA - D in TTP and Document Box)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dispositions Rubric (NETS IIIA - D in TTP and Document Box)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Resource File Rubric (NETS IIIA - D in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans Rubric (NETS IIIA - D in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable

Technology Standard 4 – Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Indicator 4:1 – Apply technology in assessing student learning of subject matter using a variety of assessment techniques.

Indicator 4:2 – Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Indicator 4:3 – Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Teaching and Self-Evaluations (NETS IVA - C in TTP	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Evaluations (NETS IVA - C in TTP and Document Box)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dispositions Rubric (NETS IVA - C in TTP and Document Box)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Resource File Rubric (NETS IVA - C in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans Rubric (NETS IVA - C in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable

Technology Standard 5 – Teachers use technology to enhance their productivity and professional practice.		
Indicator 5:1 – Use technology resources to engage in ongoing professional development and lifelong learning.		
Indicator 5:2 – Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.		
Indicator 5:3 – Apply technology to increase productivity.		
Indicator 5:4 – Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Teaching and Self-Evaluations (NETS VA - D in TTP	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Evaluations (NETS VA - D in TTP and Document Box)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dispositions Rubric (NETS VA - D in TTP and Document Box)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Resource File Rubric (NETS VA - D in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans Rubric (NETS VA - D in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable

Technology Standard 6 – Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.		
Indicator 6:1 – Model and teach legal and ethical practice related to technology use.		
Indicator 6:2 – Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.		
Indicator 6:3 – Identify and use technology resources that affirm diversity.		
Indicator 6:4 – Promote safe and healthy use of technology resources.		
Indicator 6:5 – Facilitate equitable access to technology resources for all students.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Teaching and Self-Evaluations (NETS VIA - E in TTP	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Evaluations (NETS IVA - E in TTP and Document Box)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Dispositions Rubric (NETS VIA – E in TTP and Document Box)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Resource File Rubric (NETS VIA - E in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans Rubric (NETS VIA - E in TTP and Document Box)	Fall 2001-Spring 2006	100% acceptable

Evidence that Candidates Meet the Specialty Area Standards

The Bachelor of Science degree with a major in dance education provides study in the depth and breadth of the discipline, including concentrated work in the studio as well as an in-depth focus on educational methods, philosophies and theories (see Section I, Program of Study).

The following tables provide evidence that candidates for the initial teaching license meet the technology standards.

Table 9. Assessment and Evaluation of Candidates Meeting the Specialty Area Standards

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
Dance Standard 1 – Dance teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills and processes of dance included in the K-12 curriculum.			
1:1 – Demonstrate an in-depth understanding of the North Carolina Dance Standard Course of Study.	DCE 457, 458, 461, 463	Lesson Plans, Resource File, Teaching and Self-Evaluations, Dance Education Rubric (DER), TTP	Lesson Plan, Resource File, Teaching, and Self-evaluations, DER in TTP (Dance Standard 1.1; NETS IIIA)
1:2 – Understand how the curriculum reflects current educational philosophies and theories.	DCE 446, DCE 457	Teaching and Self-Evaluations, DER, TTP	Teaching, and Self-evaluations, DER in TTP (Dance Standard 1.2)
1:3 – Understand the physical, intellectual, and emotional stages of development, and their relationship to the progression of the K-12 dance curriculum.	DCE 446, DCE 458, DCE 461	Kid Project, Lesson Plans, Resource File, Teaching and Self-Evaluations, DER, TTP	Kid Project, Lesson Plan, Resource File, Teaching, and Self-evaluations, DER in TTP (Dance Standard 1.3)
Dance Standard 2 – Dance teachers must physically demonstrate the skills and processes of dance.			
2:1 – Demonstrate a high level of artistic and technical competence.	DCE TECHNIQUE CLASSES; 458, 461	DER, TTP	Grade in technique classes (Dance 1 in TTP), DER in TTP (Dance Standard 2.1)
2:2 – Choreograph and produce a variety of artistic works that meet high aesthetic criteria.	DCE 253, 353 (Choreography classes)	Dance Compositions and Reflections, Teaching and Self-Evaluations, DER, TTP	Grades in DCE 253 and 353 (Dance 1 in TTP, DER in TTP (Dance Standard 1), Dance Compositions and Reflections, Teaching and Self-Evaluations, DER in TTP (Dance Standard 2.2)
Dance Standard 3 – Dance teachers know the value and application of assessment.			

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
3:1 – Understand the uses of assessment, and how the dance curriculum supports assessment in the broader educational context.	DCE 446, 463	Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER, TTP	Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER in TTP (Dance Standard 3.1; NETS IVA-C)
3:2 – Understand appropriate application of teacher and student constructed assessments for dance.	DCE 463, 458, 461, 463	Lesson Plans, Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER in TTP (Dance Standard 3.2; NETS IVA-C)
Dance Standard 4 – Dance teachers demonstrate an understanding of the cognitive, physical, and emotional development of students.			
4:1 – Design developmentally appropriate lesson plans for their students.	DCE 457, 458, 461, 463	Resource File, Lesson Plans, Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER, TTP	Resource File, Lesson Plans, Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER in TTP (Dance Standard 4.1; NETS IIA)
4:2 – Guide children through stages of cognitive development as they mature from concrete to abstract thinkers.	DCE 458, 461, 463	Resource File, Lesson Plans, Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER, TTP	Resource File, Lesson Plans, Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER in TTP (Dance Standard 4.2; NETS IIA)
4:3 – Recognize the capabilities and limitations of each stage of physical development.	DCE 446, 458, 461	Kid Project, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Kid Project, Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 4.3; NETS IIA)
4:4 – Recognize and are sensitive to the emotional development of their students.	DCE 458, 461, 463	Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 4.4)
Dance Standard 5 – Dance teachers guide students to create dance for personal and purposeful expression.			
5:1 – Encourage students to draw from many resources to make artistic decisions.	DCE 457, 458, 461, 463	Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 5.1)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
5:2 – Use their subject-matter knowledge to help students make interdisciplinary connections.	DCE 457, 458, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Resource File, Teaching and Self-Evaluations, DER in TTP (Dance Standard 5.2)
5:3 – Help students examine the roles that dance plays in their lives.	DCE 458, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Resource File, Teaching and Self-Evaluations, DER in TTP (Dance Standard 5.3)
Dance Standard 6 – Dance teachers create and manage an environment that is supportive, congenial and purposeful, contributing to the active engagement of students.			
6:1 – Clearly communicate and reinforce a set of classroom standards and procedures.	DCE 458, 461	Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 6.1)
6:2 – Encourage and express fairness, support, and care for all students.	DCE 458, 461	Teaching and Self-Evaluations, DER, TTP	Teaching and Self-Evaluations, DER in TTP (Dance Standard 6.2)
6:3 – Encourage students to experiment in their work and set high standards for themselves.	DCE 458, 461	Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 6.3)
6:4 – Enforce health and safety in the dance environment.	DCE 458, 461	Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 6.4)
Dance Standard 7 – Dance teachers effectively employ multiple strategies to engage students and encourage creativity.			
7:1 – Understand how opportunities to play, explore, and ask questions are vital to the development of students' abilities to make, experience, and understand dance.	DCE 457, 458, 461	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 7.1; NETS IIIC)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
7:2 – Provide opportunities for students to work independently and collaboratively with others.	DCE 457, 458, 461	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 7.2)
7:3 – Present curriculum in ways that enhance the students' ability to respond to, and to think critically about dance.	DCE 457, 458, 461	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 7.3; NETS IIIC)
7:4 – Create a variety of instructional tasks that appeal to the multiple intelligences of their students.	DCE 457, 458, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 7.4; NETS IIIB, VIB and C)
Dance Standard 8 – Dance teachers identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning.			
8:1 – Use a wide array of resources to support instruction.	DCE 457, 458, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 8.1; NETS IIIA, VC)
8:2 – Demonstrate a basic understanding of technology in relation to dance education.	DCE 457, 448, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 8.2; NETS IA-B, IIC, IIIA-D, IVA)
8:3 – Maintain professional knowledge of and employ current trends in technology that have implications for dance.	DCE 457, 448, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 8.3; NETS IB, IIB, VA-D)
Dance Standard 9 – Dance teachers understand how to sequence and modify instruction to aid student understanding and mastery of dance.			
9:1 – Establish realistic and worthwhile goals for their students.	DCE 457, 458, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 9.1)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
9:2 – Present material in a logical progression, building on prior knowledge.	DCE 457, 458, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 9.2; NETS IIA)
9:3 – Select major ideas, concepts, themes, and issues appropriate for their students.	DCE 457, 458, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 9.3)
Dance Standard 10 – Dance teachers know how to assess what their students have learned.			
10:1 – Use a variety of assessment tools to evaluate student performance.	DCE 446, 457, 463	Assessment assignment, Rubric Assignment, , Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER in TTP (Dance Standard 10.1; NETS IVA)
10:2 – Use multiple methods of assessment over time to diagnose, monitor, and summarize student learning.	DCE 446, 457, 458, 461, 463	Assessment assignment, Rubric Assignment, , Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER in TTP (Dance Standard 10.2; NETS IVA-C)
10:3 – Interpret and report assessment results clearly, accurately, and purposefully to students, administrators, parents, and other audiences.	DCE 458, 461, 463	Rubric Assignment, , Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Assessment Assignment, Rubric Assignment, Teaching and Self-Evaluations, DER in TTP (Dance Standard 10.3; NETS IVB-C)
Dance Standard 11 – 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.			
11:1 – Create a rich social environment by honoring the many forms of diversity in their students.	DCE 457, 458, 461, 463	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 11.1; NETS VIB-E)
11:2 – Model an understanding and acceptance of diversity.	DCE 446, 457, 458, 461, 463	Diversity Letter, Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Diversity Letter, Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 11.2; NETS VIB-E)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
11:3 – Help students understand and use democratic principles and recognize discrimination, prejudice, and stereotypes when they occur.	DCE 446, 457, 458, 461, 463	Diversity Letter, Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Diversity Letter, Resource File, Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 11.3; NETS VIB-E)
Dance Standard 12 – Dance teachers adapt instruction and design curriculum to meet the individual needs of their students.			
12:1 – Consider the abilities and limitations of their students when designing lessons.	DCE 457, 458, 461	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 12.1; NETS IIA, IIIB, VIB)
12:2 – Select topics for study that reach the needs of individual students.	DCE 457, 458, 461	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER, TTP	Resource File, Lesson Plans, Teaching and Self-Evaluations, DER in TTP (Dance Standard 12.1; NETS IIA, IIIB, VIB)
Dance Standard 13 – Dance teachers model attitudes and behaviors that reflect professional and ethical standards.			
13:1 – Adhere to school and local codes of ethical behavior.	DCE 457, 458, 461	Dispositions Rubric, Teaching and Self-Evaluations, DER, TTP	Dispositions Rubric, Teaching and Self-Evaluations, DER in TTP (Dance Standard 13.1; NETS VIA, D-E)
13:2 – Demonstrate competence in carrying out their responsibilities within the school setting.	DCE 458, 461	Dispositions Rubric, Teaching and Self-Evaluations, DER, TTP	Dispositions Rubric, Teaching and Self-Evaluations, DER in TTP (Dance Standard 13.2; NETS VIA, D-E)
Dance Standard 14 – Dance teachers model self-direction, self-discipline, and self-evaluation.			
14:1 – Seek opportunities to enhance professional growth.	DCE 458, 461	Dispositions Rubric, Teaching and Self-Evaluations, DER, TTP	Dispositions Rubric, Teaching and Self-Evaluations, DER in TTP (Dance Standard 14.1; NETS VA-D)

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
14:2 – Regularly analyze, evaluate and strengthen the effectiveness and quality of their practice.	DCE 458, 461	Dispositions Rubric, Teaching and Self-Evaluations, DER, TTP	Dispositions Rubric, Teaching and Self-Evaluations, DER in TTP (Dance Standard 14.2; NETS IVB)
Dance Standard 15 – Dance teachers interact effectively with school and civic communities, and serve as advocates for quality dance education.			
15:1 – Forge partnerships to enhance educational opportunities for their students.	DCE 461, 463	Advocacy Project, Dispositions Rubric, Teaching and Self-Evaluations, DER, TTP	Advocacy Project, Dispositions Rubric, Teaching and Self-Evaluations, DER in TTP (Dance Standard 15.1; NETS VD)
15:2 – Educate others about the nature and value of quality dance education through a variety of forums.	DCE 461, 463	Advocacy Project, Dispositions Rubric, Teaching and Self-Evaluations, DER, TTP	Advocacy Project, Dispositions Rubric, Teaching and Self-Evaluations, DER in TTP (Dance Standard 15.2; NETS VD)

Table 10. Evidence that Candidates Meet the Specialty Area Standards

Dance Standard 1 – Dance teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills and processes of dance included in the K-12 curriculum.		
Indicator 1:1 – Demonstrate an in-depth understanding of the North Carolina Dance Standard Course of Study.		
Indicator 1:2 – Understand how the curriculum reflects current educational philosophies and theories.		
Indicator 1:3 – Understand the physical, intellectual, and emotional stages of development, and their relationship to the progression of the K-12 dance curriculum.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Lesson Plans (in TTP Dance Standards 1.1; NETS II A)	Fall 2001-Spring 2006	100% acceptable
Teaching and Self-Evaluations Plans (in TTP Dance Standards 1.1; NETS II A)	Fall 2001-Spring 2006	100% acceptable by graduation
Dance Education Rubric (DER) Plans (in TTP Dance Standards 1.1; NETS II A)	Fall 2005-Spring 2006	80% acceptable before student teaching 100% acceptable by graduation
Resource File (in TTP Dance Standards 1.1; NETS II A)	Fall 2001-Spring 2006	100% acceptable
Kid Project (in TTP Dance Standards 1.1; NETS II A)	Fall 2001-Spring 2006	100% acceptable

Dance Standard 2 – Dance teachers must physically demonstrate the skills and processes of dance.		
Indicator 2:1 – Demonstrate a high level of artistic and technical competence.		
Indicator 2:2 – Choreograph and produce a variety of artistic works that meet high aesthetic criteria.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grades in technique classes, DCE 253, and DCE 353 (Dance 1 in TTP, Dance Standard i)	Fall 2001-Spring 2006	100% acceptable
DER in TTP (Dance Standard 2.1)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching and Self-Evaluations, DER in TTP and Evidence Box (Dance Standard 2.2)	Fall 2001-Spring 2006	100% acceptable by graduation

Dance Standard 3 – Dance teachers know the value and application of assessment.		
Indicator 3:1 – Understand the uses of assessment, and how the dance curriculum supports assessment in the broader educational context.		
Indicator 3:2 – Understand appropriate application of teacher and student constructed assessments for dance.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Lesson Plans Evaluations in TTP and (Dance Standard 3.1, 3.2; NETS IVA-C)	Fall 2001-Spring 2006	100% acceptable
Assessment Assignment Evaluations In TTP and (Dance Standard 3.1, 3.2; NETS IVA-C)	Fall 2005-Spring 2006	100% acceptable
Rubric Assignment Evaluations in TTP and (Dance Standard 3.1, 3.2; NETS IVA-C)	Fall 2005-Spring 2006	100% acceptable
Teaching and Self-Evaluations in TTP and (Dance Standard 3.1, 3.2; NETS IVA-C)	Fall 2001-Spring 2006	100% acceptable
DER in TTP (Dance Standard 3.1, 3.2; NETS IVA-C)	Fall 2005-Spring 2006	100% acceptable

Dance Standard 4 – Dance teachers demonstrate an understanding of the cognitive, physical, and emotional development of students.		
Indicator 4:1 – Design developmentally appropriate lesson plans for their students.		
Indicator 4:2 – Guide children through stages of cognitive development as they mature from concrete to abstract thinkers.		
Indicator 4:3 – Recognize the capabilities and limitations of each stage of physical development.		
Indicator 4:4 – Recognize and are sensitive to the emotional development of their students.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Resource File in TTP (Dance Standard 4.1, 4.2; NETS IIA)	Fall 2001-Spring 2006	100% acceptable
Assessment Assignment in TTP (Dance Standard 4.1, 4.2; NETS IIA)	Fall 2005-Spring 2006	100% acceptable
Lesson Plans in TTP (Dance Standard 4.1, 4.2, 4.3, 4.4; NETS IIA)	Fall 2001-Spring 2006	100% acceptable by graduation
Rubric Assignment in TTP (Dance Standard 4.1, 4.2; NETS IIA)	Fall 2005-Spring 2006	100% acceptable
Teaching and Self-Evaluations in TTP (Dance Standard 4.1, 4.2, 4.3, 4.4; NETS IIA)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 4.1, 4.2, 4.3, 4.4; NETS IIA)	Fall 2005-Spring 2006	100% acceptable by graduation
Kid Project in TTP (Dance Standard 4.3; NETS IIA)	Fall 2001-Spring 2006	100% acceptable

Dance Standard 5 – Dance teachers guide students to create dance for personal and purposeful expression.		
Indicator 5:1 – Encourage students to draw from many resources to make artistic decisions.		
Indicator 5:2 – Use their subject-matter knowledge to help students make interdisciplinary connections.		
Indicator 5:3 – Help students examine the roles that dance plays in their lives.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Lesson Plans in TTP (Dance Standard 5.1)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching and Self-Evaluations in TTP (Dance Standard 5.1, 5.2, 5.3)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 5.1, 5.2, 5.3)	Fall 2005-Spring 2006	100% acceptable by graduation
Resource File in TTP (Dance Standard 5.2, 5.3)	Fall 2001-Spring 2006	100% acceptable

Dance Standard 6 – Dance teachers create and manage an environment that is supportive, congenial and purposeful, contributing to the active engagement of students.		
Indicator 6:1 – Clearly communicate and reinforce a set of classroom standards and procedures.		
Indicator 6:2 – Encourage and express fairness, support, and care for all students.		
Indicator 6:3 – Encourage students to experiment in their work and set high standards for themselves.		
Indicator 6:4 – Enforce health and safety in the dance environment.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Lesson Plans in TTP (Dance Standard 6.1, 6.3, 6.4)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching and Self-Evaluations in TTP (Dance Standard 6.1, 6.2, 6.3, 6.4)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 6.1, 6.2, 6.3, 6.4)	Fall 2005-Spring 2006	100% acceptable by graduation

Dance Standard 7 – Dance teachers effectively employ multiple strategies to engage students and encourage creativity.		
Indicator 7:1 – Understand how opportunities to play, explore, and ask questions are vital to the development of students' abilities to make, experience, and understand dance.		
Indicator 7:2 – Provide opportunities for students to work independently and collaboratively with others.		
Indicator 7:3 – Present curriculum in ways that enhance the students' ability to respond to, and to think critically about dance.		
Indicator 7:4 – Create a variety of instructional tasks that appeal to the multiple intelligences of their students.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Lesson Plans in TTP (Dance Standard 7.1, 7.2, 7.3, 7.4; NETS ; NETS IIIB, VIB and C)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching and Self-Evaluations in TTP (Dance Standard 7.1, 7.2, 7.3, 7.4; NETS ; NETS IIIB, VIB and C)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 7.1, 7.2, 7.3, 7.4; NETS ; NETS IIIB, VIB and C)	Fall 2005-Spring 2006	100% acceptable by graduation

Dance Standard 8 – Dance teachers identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning.		
Indicator 8:1 – Use a wide array of resources to support instruction.		
Indicator 8:2 – Demonstrate a basic understanding of technology in relation to dance education.		
Indicator 8:3 – Maintain professional knowledge of and employ current trends in technology that have implications for dance.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Lesson Plans in TTP (Dance Standard 8.1, 8.2, 8.3; NETS IA-B, IIB-C, IIIA-D, IVA, VA-D)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching and Self-Evaluations in TTP (Dance Standard 8.1, 8.2, 8.3; NETS IA-B, IIB-C, IIIA-D, IVA, VA-D)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 8.1, 8.2, 8.3; NETS IA-B, IIB-C, IIIA-D, IVA, VA-D)	Fall 2005-Spring 2006	100% acceptable by graduation

Dance Standard 9 – Dance teachers understand how to sequence and modify instruction to aid student understanding and mastery of dance.		
Indicator 9:1 – Establish realistic and worthwhile goals for their students.		
Indicator 9:2 – Present material in a logical progression, building on prior knowledge.		
Indicator 9:3 – Select major ideas, concepts, themes, and issues appropriate for their students.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Lesson Plans in TTP (Dance Standard 9.1, 9.2, 9.3; NETS IIA)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching and Self-Evaluations in TTP (Dance Standard 9.1, 9.2, 9.3; NETS IIA)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 9.1, 9.2, 9.3; NETS IIA)	Fall 2005-Spring 2006	100% acceptable by graduation

Dance Standard 10 – Dance teachers know how to assess what their students have learned.		
Indicator 10:1 – Use a variety of assessment tools to evaluate student performance.		
Indicator 10:2 – Use multiple methods of assessment over time to diagnose, monitor, and summarize student learning.		
Indicator 10:3 – Interpret and report assessment results clearly, accurately, and purposefully to students, administrators, parents, and other audiences.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Assessment Assignment in TTP (Dance Standard 10.1, 10.2, 10.3; NETS IVA-C)	Fall 2005-Spring 2006	100% acceptable
Rubric Assignment in TTP (Dance Standard 10.1, 10.2, 10.3; NETS IVA-C)	Fall 2005-Spring 2006	100% acceptable
Teaching and Self-Evaluations in TTP (Dance Standard 10.1; NETS IVA-C)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 10.1, 10.2, 10.3; NETS IV-C)	Fall 2005-Spring 2006	100% acceptable by graduation

Dance Standard 11 – 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.

- Indicator 11:1 – Create a rich social environment by honoring the many forms of diversity in their students.
 Indicator 11:2 – Model an understanding and acceptance of diversity.
 Indicator 11:3 – Help students understand and use democratic principles and recognize discrimination, prejudice, and stereotypes when they occur.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Resource File in TTP (Dance Standard 11.1, 11.3; NETS VIB-E)	Fall 2001-Spring 2006	100% acceptable
Lesson Plans in TTP (Dance Standard 11.1, 11.2, 11.3; NETS VIB-E)	Fall 2001-Spring 2006	100% acceptable by graduation
Teaching and Self-Evaluations in TTP (Dance Standard 11.1, 11.2, 11.3; NETS VIB-E)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 11.1, 11.2, 11.3; NETS VIB-E)	Fall 2005-Spring 2006	100% acceptable by graduation
Diversity Letter DER in TTP (Dance Standard 11.2, 11.3; NETS VIB-E)	Fall 2005-Spring 2006	100% acceptable

Dance Standard 12 – Dance teachers adapt instruction and design curriculum to meet the individual needs of their students.

- Indicator 12:1 – Consider the abilities and limitations of their students when designing lessons.
 Indicator 12:2 – Select topics for study that reach the needs of individual students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Resource File Plans in TTP (Dance Standard 12.1; NETS IIA, IIIB, VIB)	Fall 2001-Spring 2006	100% acceptable
Teaching and Self-Evaluations Plans in TTP (Dance Standard 12.1; NETS IIA, IIIB, VIB)	Fall 2001-Spring 2006	100% acceptable by graduation
DER Plans in TTP (Dance Standard 12.1; NETS IIA, IIIB, VIB)	Fall 2005-Spring 2006	100% acceptable by graduation
Lesson Plans in TTP (Dance Standard 12.1; NETS IIA, IIIB, VIB)	Fall 2001-Spring 2006	100% acceptable

Dance Standard 13 – Dance teachers model attitudes and behaviors that reflect professional and ethical standards.

- Indicator 13:1 – Adhere to school and local codes of ethical behavior.
 Indicator 13:2 – Demonstrate competence in carrying out their responsibilities within the school setting.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Dispositions Rubric in TTP and Document Box (Dance Standard 13.1, 13.2; NETS VIA, D-E)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Teaching and Self-Evaluations in TTP (Dance Standard 13.1, 13.2; NETS VIA, D-E)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 13.1, 13.2; NETS VIA, D-E)	Fall 2005-Spring 2006	100% acceptable by graduation

Dance Standard 14 – Dance teachers model self-direction, self-discipline, and self-evaluation.		
Indicator 14:1 – Seek opportunities to enhance professional growth.		
Indicator 14:2 – Regularly analyze, evaluate and strengthen the effectiveness and quality of their practice.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Dispositions Rubric in TTP (Dance Standard 14.1, 14.2; NETS IVB, VA-D)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Teaching and Self-Evaluations in TTP (Dance Standard 14.1, 14.2; NETS IVB, VA-D)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 14.1, 14.2; NETS IVB, VA-D)	Fall 2005-Spring 2006	100% acceptable by graduation

Dance Standard 15 – Dance teachers interact effectively with school and civic communities, and serve as advocates for quality dance education.		
Indicator 15:1 – Forge partnerships to enhance educational opportunities for their students.		
Indicator 15:2 – Educate others about the nature and value of quality dance education through a variety of forums.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Advocacy Project in TTP (Dance Standard 15.1; NETS VD)	Fall 2001-Spring 2006	100% acceptable
Dispositions Rubric in TTP (Dance Standard 15.1; NETS VD)	Fall 2005-Spring 2006	100% acceptable three excellent (n=6) One student needed and action plan but was successful after the implementation of the plan.)
Teaching and Self-Evaluations in TTP (Dance Standard 15.1; NETS VD)	Fall 2001-Spring 2006	100% acceptable by graduation
DER in TTP (Dance Standard 15.1; NETS VD)	Fall 2005-Spring 2006	100% acceptable by graduation

Evidence that Candidates Can Work with Families to Support Student Learning

Students in the dance education program are encouraged to work with families and find ways to actively engage them in the education process. They invite parents to dance concerts, encourage them to help with production aspects of performances (i.e. making costumes, fundraising, etc.), involve them on field trips, send newsletters to keep parents informed about the dance program at school, and educate families about advocacy efforts in dance and the arts.

Evidence for such activities and initiatives, and evaluations of students during student teaching may be found in the Teaching and Technology Portfolio, particularly in Dance Standards 11.1 and 11.2, and NETS 4.2 and 5.4.

Standard 1A: Undergraduate Candidate Qualifications

Program admission criteria (including how progress is limited until formal admission has been granted)

I. First Level

Students may declare a teacher education major when they enter the dance department. However, students must have completed an initial dance education theory class, have at least a 2.5 GPA, and have passed PRAXIS I (there is no PRAXIS II in dance education) before being admitted to Teacher Education.

Dispositions are reviewed for the first time in DCE 457. The instructor of this course completes the disposition forms, based on the Teachers Academy rubric. Any problems are discussed with the dance education faculty. If necessary, the student is notified about the problem(s), a course of action is negotiated, and a contract is written. If the problem(s) persists, the student will not be recommended for Teacher Education. Ratings of 1 or 2 require an action plan to address problems.

II. Second Level

Candidates must be admitted to Teacher Education before registering for DCE 458, "Field Experience in Dance Education." Students apply for teacher education by the end of the first semester of their junior year. Before being recommended for Teacher Education, they must pass the PRAXIS I exam and earn a GPA of 2.5 or higher. Additionally, they must have earned a grade of B or higher in intermediate modern dance before they may take DCE 458, "Field Experience in Dance Education." This requirement ensures that students can demonstrate sufficient expertise in the content area as well as the necessary skills to demonstrate movement accurately. The undergraduate dance education coordinator makes sure that students are not recommended for admittance to the Teacher's Academy if these requirements are not met.

III. Third Level

Students must register for student teaching by November 1 the year before they plan to student teach (for the fall semester), or by February 15, the year they plan to student teach (for the spring semester).

Additionally, students in this degree program must reach the 114 (advanced beginning) level in ballet and the 300 level in one technique form (ballet, modern, jazz, or African) before graduation. It takes most students far more than the minimum technique hours required to reach these requirements.

Students must pass DCE 458 with a C- or higher before they are permitted to student teach. The second set of dispositions are evaluated and analyzed in DCE 458. Ratings of 1 or 2 require an action plan to address problems (see I above). Additionally,

students are assessed in DCE 458, according to a basic course rubric for planning, teaching, and evaluation. At the end of the semester, an all-encompassing rubric (The Dance Education Rubric) is completed by the instructor of the course (see Evidence Box for samples). This rubric covers all the state content standards as well as the Core, Diversity, and Technology standards through topic clusters via TaskStream. The purpose of this more inclusive rubric is to follow the progress of each student through his or her field and student teaching experiences. It is not expected that all students will achieve a Mastery rating on each topic cluster. However, progress should be made by the end of student teaching. Education faculty meet to discuss student progress and possible curricula changes based on student needs and areas of weakness.

IV. Fourth Level

The third set of dispositions is collected and analyzed during the student's student teaching experience. All ratings must be a 3 or higher. Further, the Dance Education Rubric is filled out during mid-term, as a progress report, and at the end of the semester. All topic clusters must be met at least at the developing level. The student will not pass student teaching if these requirements are not met.

Additionally, the SERVE rubric is completed by the end of the student teaching experience. The cooperating teacher and university supervisor complete the form midway and at the end of the semester. The cooperating teacher and university supervisor discuss all forms with the student.

The cooperating teacher and university supervisor are responsible for completing all forms.

Standard 1B: Licensure-only Candidates

At UNCG, students seeking a teaching license, not a degree, are enrolled in the NC TEACH program. This program is an abbreviated version of the traditional undergraduate program. Until 2005, most licensure-only candidates completed the same 18 semester hour sequence of core education coursework as secondary candidates and, when required by the program, additional program-specific methods courses. The core courses included CUI 535: Literacy in the Content Area, CUI 545: Diverse Learners, CUI 450: Psychological Foundations of Education, ELC 381: Institutions of Education, and HEA 201: Personal Health. Candidates in middle grades, second languages and secondary (9-12) English, mathematics, science and social studies followed a curriculum that contained the same core education content, but which was presented through a statewide (NC TEACH) program. In 2004-05, UNCG developed its own core education courses, based on the NC TEACH curriculum, with the sequencing of coursework responsive to the specific needs of lateral entry teachers; the most critical information is presented during an intensive summer institute while more complex and conceptual content is presented in subsequent courses. Beginning in summer 2006, *all* beginning licensure-only students take the NC TEACH coursework. Candidates who have completed a substantial amount of education coursework prior to being admitted to the licensure-only program, or whose program requirements are not aligned with the NC

TEACH core curriculum (for example, Birth-Kindergarten and Special Education), take selected NC TEACH courses and/or licensure programs' education core courses, as appropriate. In addition, candidates must demonstrate content knowledge in their teaching fields; candidates may be required to take additional content coursework.

NC TEACH Courses	
Course	Timeframe
EDU 491: Introduction to Schools, Schooling and Society (1 SH) EDU 492: Foundations of Educational Psychology (1 SH) EDU 493: Introduction to Instructional Planning (1 SH) EDU 494: Fundamentals of Assessment (1 SH) EDU 495: Fundamentals of Classroom Management (1 SH) EDU 496: Foundations of Teaching Diverse Learners (1 SH)	Summer (online)
EDU 497: Internship/seminar I (3 SH) Program-specific methods (3 SH)	Fall
EDU 498: Internship/seminar II (3 SH) CUI 535: Reading in the Content Area (3 SH)	Spring
Additional program requirements Additional content	Subsequent semesters, as needed

Admission to the Teachers Academy

Admission to a licensure-only program is processed by the Teachers Academy. Candidates complete an application which is initially reviewed by the Teachers Academy Licensure Advisor. In consultation with coordinators of licensure programs, she develops a program of study for each candidate that aligns the candidate's previous coursework and professional experiences with licensure program requirements.

NC TEACH (undergraduate licensure-only) applicants must hold a bachelor's degree from a regionally accredited college or university and have graduated with an overall GPA of 2.5, or higher if required by the licensure program. In alignment with North Carolina law regarding lateral entry licensure, candidates who do not have the minimum 2.5 GPA may be admitted to a licensure-only program if they have a 3.0 in their senior year as an undergraduate, in their major, or in 15 semester hours of coursework completed subsequently to completing the bachelor's degree *and* have North Carolina passing scores on Praxis I.

Most NC TEACH candidates have a major, 24 semester hours of coursework or passing scores on Praxis II in their licensure area when they are admitted to the licensure program. In these cases, candidates' GPAs provide one measure of content knowledge. Candidates who do not meet content requirements are required to take additional coursework, maintaining at least the minimum GPA required by their programs.

Admission to Student Teaching

Most NC TEACH candidates obtain a teaching contract under a temporary Lateral Entry License, with the understanding that their teaching will be supervised and evaluated by both school-based and university supervisors. Content knowledge and skills are evidenced by their having a major or 24 semester hours in their content area or passing Praxis II scores (a state requirement for lateral entry teachers in alignment with No Child Left Behind), and by maintenance of the required GPAs as they complete licensure coursework. Licensure-only candidates who do not hold a lateral entry teaching position must student teach. In order to be eligible for placement, they must meet the all requirements for admission to student teaching, including required content coursework and a GPA of 2.5, or higher if required by the licensure program.

Program Completion/Eligibility for Licensure

Undergraduate NC TEACH candidates are evaluated by university and school-based supervisors. As with other candidates, undergraduate NC TEACH candidates must demonstrate appropriate dispositions, content knowledge, and pedagogical knowledge and skills through acceptable ratings on the SERVE Pre-service Teacher Growth and Assessment Profile (TGAP), Teaching Portfolio Rubrics, and Candidate Dispositions Assessment Process rubrics. At UNCG, candidates who do not complete a teacher preparation program prior to licensure (lateral entry teachers) must pass Praxis II examinations in their teaching area (if it is available—not available in Dance), and must submit school-based evaluations and recommendations from their principals.

Dance Education Requirements

Lateral Entry students in dance must meet the same content requirements as the students in the licensure program. However, courses are adapted to meet the needs of the students. For example, student teaching is not required but students are required to work with faculty by sharing videotapes of their lessons and writing reflections to questions asked by faculty.

Section IV: Standard II ---- Candidate assessment and evaluation

Data Collection and Analysis on Candidate Performance

All students are assessed in every course in relation to the relevant standards addressed in that course. A number of rubrics are used for this assessment including the Dance Education Rubric (correlated with undergraduate standards), class assignment rubrics, UNCG's Candidate Dispositions Assessment Process rubric, and the Pre-service Teacher Growth and Assessment Profile rubric (by the end of student teaching).

Note that students are not expected to reach Proficiency on any standard in the Dance Education Rubric in their initial coursework. By tracking each student's scores throughout the program, we are following their progress toward meeting the standards. A table indicating scores for students currently in the program may be found in the Evidence Box.

Additionally, students are assessed in their progress throughout the program. Dance Education Faculty meet twice a year to discuss student progress and make decisions regarding any necessary course of action. Additionally, students are reviewed during the yearly department outcomes assessment meeting. Further, dance education faculty members hold a meeting to discuss student problems every semester. This serves to raise warning signs for students who may not be ready for, or be able to complete the program.

See next page for the Undergraduate Dance Education Assessment Plan

Table 11. Undergraduate Dance Education Assessment Plan

Assessment	Admission (by the end of the first week of classes the semester the student is taking DCE 457)	Midway in Program (by the end of DCE 457)	Entrance to Student Teaching (must apply one year before semester dates set by TA)	Completion of Student Teaching	Follow-up
GPA	Minimum of 2.5 (Checked each semester by program coordinator)	Minimum of 2.5 (Checked each semester by program coordinator)	Minimum of 2.5 (Checked each semester by program coordinator)	Minimum of 2.5 (Checked each semester by program coordinator)	
Praxis I	Minimum scores 176 for Math, 173 for Writing, 173 for Verbal				
Technique level			Must have earned a grade of B or higher in intermediate modern dance before they may take DCE 458.	Must reach the 114 (advanced beginning) level in ballet and the 300 level in one technique form (ballet, modern, jazz, or African) before graduation	
Disposition Rubric		Ratings of 1 or 2 require an action plan to address problems	Ratings of 1 or 2 require an action plan to address problems*	All ratings must be a 3 or higher	
Planning,			Ratings of	Ratings of 3	

Teaching, and Evaluation Rubrics			2.5 for Planning, 2.5 for teaching, and 2.5 for evaluation necessary	for Planning, 3 for teaching, and 3 for evaluation necessary	
Portfolio Rubric				Must have satisfactory ratings in all dimensions	
SERVE				Must have satisfactory ratings in all dimensions	
Course requirements			Required courses must be satisfactorily completed		
Licensure Status					TA keeps record of all licensure applications

*Disposition Rubrics are posted in DCE 457, DCE 458 (mid-term), and DCE 463.

System for Data Collection and Analysis on the Program and Program Operations

Data reflecting the progress of all students in progressing through the coursework and meeting the standards is collected by the program coordinator. Dispositions, SERVE, content area standards, NETS, and diversity standards are analyzed at the end of the year.

All scores on rubrics are now being reported through TaskStream, allowing the coordinator to monitor student progress and review assessment trends, for students and courses. We implemented the use of rubrics directly related to the standards beginning in fall 2005, to monitor student progress toward meeting the standards.

Teaching and Technology Portfolio entries (and reflections supporting the evidence submitted) are evaluated by three dance education faculty members at the end of each year. Students will not be recommended for licensure without earning a satisfactory score on the portfolio. In addition to meeting the NETS and specialty area standards, students are evaluated on the Teachers Academy Teaching and Technology Portfolio.

Annual Review of the Program

The Department holds an annual meeting for purposes of outcomes assessment, in May of each year. At that time, data from graduating students from all dance programs is examined, to determine that students have met all of the standards/student learning objectives.

In addition, the dance education faculty and the Undergraduate Coordinator review student progress through the program at the end of each semester. The committee discusses each student individually (starting with the seniors), referring to the Assessment Plan to make sure students met the required assessment gateways. Dance education meeting minutes may be found in the evidence box.

Moreover, the program continues to solicit comments from graduating students regarding their assessment of the program as a whole. We ask the students to evaluate the program as a group, noting the strengths, weaknesses, and suggestions for the future. In May 2002 students filled out a department survey (see Evidence Box).

Summary of Data Collected and Analyzed

Data analyzed in the December 2005 program meeting indicated that,

*It was difficult for DCE 458 students to be aware of all parts of the new planning, teaching, and evaluation rubrics. We implemented TaskStream in the fall semester and had little time to address each rubric thoroughly.

*One student was having problems meeting requirements regarding the area of responsibility (including a number of absences) in the Dispositions Rubric.

*Students were limited in their ability to include diversity issues in their classes and reflect on cultural differences between the students and teacher.

* We needed to include more emphasis on particular standards and make changes to the curriculum and program areas.

Data analyzed in the May 2006 program meeting focused on dispositions. All students finishing DCE 457: Dance Perspectives in Dance Education, were in the acceptable range. Most students were on track in the program. The few students who were not performing well, or have not passed the PRAXIS I exam, have not been accepted into teacher education.

Data from exit evaluations and survey were generally excellent and indicated that students thought that the department provides a quality dance program. They indicated that they were extremely prepared to teach dance in the public schools. However, some data indicated that,

*Students found the technology portfolio a bit overwhelming.

*Students needed more information earlier in the program.

*Students wanted more input.

*Students wanted to take technique classes during student teaching.

Improvements in the Program and Program Operation Based on the Data

NOTE: These improvements are related to our analysis of data above.

We decided to provide time in the beginning of DCE 458 to thoroughly address each rubric including a handout for students in DCE 458 to sign, indicating that they are aware of what the rubric means and how they will be evaluated.

Since we were piloting the Dispositions Rubric, we did not drop the low performing student from the program but decided to create an Action Plan. This Action Plan indicated exactly what was expected of the student to avoid being dropped from student teaching.

We added a requirement to the Kid Project in DCE 446 (Perspectives in Dance Education), indicating that students identify the strengths of the diverse students they observe, and to include requirements in the Letter Assignment that more directly address the diversity standards, including those from the Dispositions Rubric.

Changes were made to the Resource File (see Evidence Box).

After reviewing students and the program, the committee looked at the gateways for the assessment plan. Changes were made in order to ensure that students are admitted to Teacher Education before they apply to student teach (see assessment plan above).

Regarding data from the exit evaluations:

We began implementation of the Teaching and Technology Portfolio through TaskStream. This made it easier for students to submit items and manage their portfolios in alignment with the coursework taken. Further, it was easier to collect, analyze, and use data to evaluate the program.

The program coordinator began informing students about the entire process of moving through the program during the advising process. Sophomores were given additional information (including information about the PRAXIS I exam) and instructed where to get the Student Teaching Handbook, now online.

Faculty members continue to make a concerted effort to solicit feedback from the students. In addition, students now fill out advising evaluations as well as teaching evaluations.

Although it is impossible to offer students techniques classes during their student teaching experiences (because we do not offer technique in the evening), we have ended the policy of prohibiting any additional classes during student teaching. Now students can take evening or Saturday classes outside of UNCG while they student teach.

In summary, the data collected by the program Coordinator (see Dance Education Data in Evidence Box) demonstrate that we have good students and a strong program. Our new assessment plan helped us monitor students through the program. The one weak student was targeted through an action plan; due to this plan, she was able to complete the program successfully.

All student teaching candidates passed the portfolio this year, with a number of outstanding submissions (see Teaching and Technology Portfolios).

Section V: Standard III --- Field Experiences and Clinical Practice

Early Field Experiences

Students in the dance education program progress through a series of field experiences leading to student teaching. Candidates begin in their junior year, (fall semester) by observing one student from a background different from the candidate, in DCE 446: Perspectives in Dance Education (for the Kid Project). Students DCE 457: Dance Pedagogy for Ages 3-18 in the spring semester. During this course, they view videotapes of dance classes and participate in (help the teacher) two special classes for students at a special populations school. Candidates take DCE 458: Field Experiences in Dance Education in the fall semester of their senior year. During this class, they work in teams to plan lessons and teach a minimum of twelve classes in elementary, middle school, and high school levels (sometimes elementary and high school).

Table 12. Clinical/Field Experiences

Semester	Duration of the experience	Placement (School/Setting)	Supervisor	Activities
Fall of Junior Year	8-12 hours (one class over time)	Public Schools	Dance Education Faculty	Observation
Spring of Junior Year	Six Classes (50 minutes each)	UNCG Videotapes and McIver Center (Special Populations)	Dance Education Faculty	Observations and helping the teacher in Special Populations classes
Fall of Senior Year	Twelve Classes (50 minutes each)	Elementary School, Middle School, and High School settings (a combination of Elementary and High School or Elementary, Middle, and High School)	Dance Education Faculty, with guidance from dance teachers in the schools	Teaching (planning and evaluation are done at UNCG)

Student Teaching Requirement

Most candidates student teach during the spring semester of the senior year. Some transfer students, and candidates who have not reached the necessary technique level, student teach in the fall of the following school year. Candidates are placed in the public schools (at the elementary, middle school or high school level). They are in the schools the entire day for the whole UNCG semester.

Lateral entry students provide videotapes for at least eight classes and work with a university faculty member to improve teaching. Meetings are focused on planning, teaching, and evaluation. Additionally, they are required to reflect on their teaching and write about teaching and learning issues.

Involvement of P-12 Partners in Field Experiences and Clinical Practice

Collaboration with K-12 partners is valued and evident in the dance education program. The cooperating teachers and dance instructors are encouraged to mentor students and work closely with students to strengthen their teaching. Most of the dance teachers in the schools in the local area were licensed through our program. They understand the program and value our commitment to quality dance education; we are comfortable with the level and quality of their teaching.

Students work with these teachers in a number of capacities. They observe classes, team teach in their classes, and student teach in their schools. This year, one dance teacher began to send us her curriculum in an effort to help students prepare for and plan for classes during DCE 458: Field Experience in Dance Education. Although she was not their cooperating teacher, we encouraged her to reach out to students and at the same time ensure herself that her material would be covered. This helped both the teacher and our students. We now encourage all dance teachers to do the same. (see Evidence Box for e-mail correspondence with the teacher.)

Additionally, a number of the dance teachers take part in High School Dance Day at UNCG. They bring their students for a day of dance. During the day they take master classes, taught by our studio faculty, watch UNCG performances, and share their own dances during a high school dance concert.

Criteria and Processes Used for Selecting Mentors and Making Field Placements

The Teachers Academy is responsible for coordinating the placement procedures employed across teacher education at the university. However, because there are a limited number of schools with dance programs in the area, and we want to work with the most qualified dance teachers, we recruit our own cooperating teachers from a pool of dance teachers in the area. We make a concerted effort to find the best dance teachers to work with our students and we try to place our students with dance teachers we know. We ask for teaching videotapes when we are not familiar with a particular teacher to

determine if s/he is highly qualified and able to work with our students. The program coordinator is responsible for finding placements but she consults with other faculty members to ensure the best placements for the students. Students are consulted about possible placements before any requests are made.

Requests for school placements are sent to the Teachers Academy. The Teachers Academy keeps track of the placement process, keeps in touch with the program coordinator, and contacts her when placements are formalized.

See Table 13 for a listing of the dance teachers and cooperating teachers we work with in the schools. See Table 14 for demographic information on school sites.

Table 13. Field Supervisors/Cooperating Teachers/OSTEs

Highest Degree	Cert.	Gender		Ethnicity	Experience/Current Position	Special Awards/Talents
		M	F			
BS	X		X	African American	Five years (High School)	
MA	X		X	White	Three years (Elementary School)	National Teacher of the Year in Dance (AAHPERD), Arts Education Coordinator (DPI), 23 yrs experience in public schools
BS	X		X	White	Five years (High School)	
BS (working toward MA)	X		X	White	Six years (High School)	Students performed at 2 UNCG conferences, Presentations at UNCG Teachers Academy Events, Selected by UNCG Teachers Academic as a Cooperating Teacher Fellow.
MFA	X		X	White	Twelve years (Elementary School)	National Board Certified, A number of teaching awards including National Teacher of the Year in Dance

						(AAHPERD and NCAHPERD), Presented at National A+ Conference
BS	X		X	White	Three years (High School)	
BS	X		X	White	Four years (School)	
BS	X		X	White	Five years (High School)	

Table 14. Professional Development School Sites

School	District	Grd Lev	Total Tchr	Total Stud	Free	Redu	Total F/R	%F/R	Male	Fem	Amer. Indian	Asian	Black	Hispanic	White	% Amer Indian	% Asian	% Black	% Hispanic	% White	Title	Special Programs /Activities
Diggs Elem.	Forsyth	K-5	26	313	275	17	292	93.29%	160	153	1	0	288	9	15	0.32%	0.00%	92.01%	2.88%	4.79%	Y	Magnet Arts School
East Forsyth High	Forsyth	9-11	103	1757	258	29	287	16.33%	864	893	7	24	411	103	1212	0.40%	1.37%	23.39%	5.86%	68.98%	N	
Mineral Springs Middle	Forsyth	6-8	44	420	303	40	343	81.67%	219	201	2	0	285	70	63	0.48%	0.00%	67.86%	16.67%	15.00%	N	A+ Magnet Arts School
Mount Tabor High	Forsyth	9-11	88	1756	238	50	288	16.40%	880	876	2	13	569	32	1141	0.11%	0.74%	32.40%	1.82%	64.98%	N	
Parkland High	Forsyth			1226	399	66	465	37.93%	604	622	5	12	720	78	411	0.41%	0.98%	58.73%	6.36%	33.52%	N	
Reynolds High	Forsyth	9-11	97	1761	309	46	355	20.16%	898	863	1	45	632	191	892	0.06%	2.56%	35.89%	10.85%	50.65%	N	
Eastern Guilford High	Guilford	9-11	67	969	334	108	442	45.61%	489	480	9	38	359	27	536	0.93%	3.92%	37.05%	2.79%	55.31%	N	
Parkview Elem.	Guilford	K-5	36	443	276	63	339	76.52%	246	197	2	8	313	43	77	0.45%	1.81%	70.65%	9.71%	17.38%	Y	A+ Magnet Arts School
Peeler Elem.	Guilford	K-5	27	331	168	47	215	64.95%	171	160	2	5	212	2	110	0.60%	1.51%	64.05%	0.60%	33.23%	Y	Magnet Arts School

Procedures Used to Prepare Cooperating Field-based Supervisors for Their Roles

The program coordinator contacts every cooperating teacher before placement and before the start of classes for the specified semester. She explains the program and evaluation instruments and discusses the strengths and areas of weakness of the student teacher. Additionally, the student is instructed to contact the cooperating teacher to discuss curriculum and policies.

Cooperating teachers receive copies of the Dance Education Handbook and Student Teaching Handbook to familiarize them with department and university schedules, information, procedures, and policies. They are also encouraged to attend the Teachers Academy Cooperating Teacher Orientation at which expectations and procedures are discussed and they are given the Teachers Academy Cooperating Teacher Handbook.

Supervision of Candidates in Field Experiences

Field experiences are monitored according to the particular field experience context. Field experience in DCE 458: Field Experience in Dance Education, the instructor of the class supervises the field experience. She monitors planning, teaching and evaluation of the students. Dance teachers at the schools are encouraged to offer feedback to students and informally mentor the students. Students are formally evaluated at mid-term (progress reports) and at the end of semester, through the Dance Education Rubric. Additionally the Disposition Rubric is filled out at the end of the semester.

The student teaching experience is based on informal and formal feedback from teacher candidates, cooperating teachers, and university supervisors. University supervisors visit the teacher candidate at least eight times during the student teaching semester. They meet with the teacher candidate and cooperating teacher to evaluate progress. The Dispositions Rubric and SERVE form are filled out by the cooperating teacher and university supervisor at the end of the semester through TaskStream. Additionally, the university supervisor fills out the Dance Education Rubric. At this point, students are required to achieve proficient grades in all categories.

Evaluation of Field Experiences and Clinical Practice

The evaluation of field experiences and clinical practice is informally evaluated. The university supervisor and cooperating are in communication throughout the whole semester. The university supervisor seeks suggestions for improvement from the cooperating teacher. We do not evaluate the cooperating teachers because we do not want to disturb the collegial relationship built through this process. However, we do solicit informal feedback from students and have stopped using a few cooperating teachers due to the student comments.

Section VI: Standard IV: Diversity

How Diversity is Addressed in the Curriculum and in Clinical Practice

Diversity is addressed in the curriculum and in clinical practice in a number of ways. All the methods courses in the program address issues related to diversity through assignments, readings, and assignments (see syllabi). For their field experiences, students are placed in schools with diverse student populations and asked to create lesson plans that indicate how diverse learners will be accommodated (see lesson plan template in the Evidence Box). Additionally, students visit a school for students with special needs and help the instructor teach dance to classes at the site.

Diversity of Higher Education and P-12 Faculty

See Tables 13, 14, and 15 and following statement.

Opportunities and Experiences for Candidates to Interact with Diverse Higher Education and School Faculty

See following statement.

Diversity of the Candidates in the Program

See following statement.

How the Program Provides Opportunities and Experiences for Candidates to Interact with Diverse Candidate

See following statement.

Diversity of the P-12 Students with whom Candidates Work in Clinical Experience

See tables 13, 14, and 15, and following statement.

How the Program Ensures that Candidates Interact with Diverse P-12 Students in Public School Settings

See Table 13, 14, 15, and following statement.

Although the Dance Department has a diverse faculty, the three dance education faculty with whom students come into contact in the dance education program are all white females. Because two of the three faculty members are tenured faculty, there is no likelihood that a new hire in this area will be made for some years. We find this regrettable, but we try to expose our students to diversity in other ways, such as placing our students in schools with diverse populations. Many of our student teachers work in

schools with predominately low socio-economic students and more diverse student populations. Additionally, students participate in classes with special populations.

Students in the program have been more diverse in recent years. During the Spring 2006 semester there were three African American students and seven white students. Of course, we would like our program to be more diverse; we use events such as High School Dance Day to recruit more diverse students.

There are a number of opportunities for our students to experience faculty diversity in the department. There are two African American faculty members and one Brazilian faculty member in the department. These faculty members required teach studio classes. With three minority faculty members who teach technique classes (including one new hire as of 05-06), it is unlikely that students would not experience at least one of these faculty members as an instructor.

Table 15 breaks down the demographic information regarding diversity for university faculty, faculty in the program, candidates in the program, and students in the schools.

Table 15. Diversity within Program

(Note: Only DCE faculty teaching courses required for the program are included.)

Reference group	Gender		Racial/Ethnic Backgrounds						Exceptionalities	Language
	Male	Female	Black	Amer. Indian	Asian/Pacific	Hispanic	White	Unknown		
Faculty at IHE	0	3	0	0	0	0	3	0	0	
Faculty in clinical settings	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Candidates in program	0	10	3	0	0	0	7	0	0	
Students taught by candidates	246	197	70.65%	.45%	1.81%	9.71%	17.38%		76.52% free/reduced lunch	

UNCG Faculty

	Asian		African-American		American Indian		Hispanic		White		Other		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Adjuncts		2				5		1		9	53			9	61
Grad Assistants						5				12	21			12	26
Faculty (Full-time/Full-time)				2		6		1	3	24	41		1	27	51
Faculty (Full-time/Part-time)				1		3			1	4	12			5	16
Faculty (Part-time)				1		1				3	15			4	16
Total	0	2	4	20	0	1	1	4	52	142	0	1	57	170	

Section VII: Standard V: Faculty Qualifications, Performance, and Development

Program Faculty, Their Qualifications, and Their Teaching Assignments

See Table 16.

Individual Responsible for Coordinating the Program

The Program Coordinator is Dr. Jill Green. She teaches DCE 340 and 463, and shares teaching DCE 458 and 461 (with Sue Stinson and Melinda Waegerle). She also advises all students in the program. She is a member of the Council of Program Coordinators of the Teachers Academy. Dr. Green recently served on a DPI program evaluation team for teaching accreditation at Eastern Carolina University.

There are two other individuals in the Dance Department who teach courses in the program. Dr. Sue Stinson teaches DCE 446 and 447, and shares teaching DCE 458 and 461. Melinda Waegerle shares teaching DCE 458 and 461.

Dr. Green holds the following license: Program Code/Status - 52 Initial (Inactive)
Code/Area - 805 Dance (Grades K-12), Class Code Degree - DG Doctoral.

Dr. Stinson holds the following licenses: Dance K-12 (Bachelor's, Code 805) and Curriculum Instructional Specialist (Doctoral, Code 113).

Teaching Practices Used by Faculty

See Table 17.

Content Pedagogy and Professional Education Faculty Service to the Profession

See Table 18.

Table 16. Working Conditions:
 Program faculty teaching, advising, and committee loads by semester for past three years.

Faculty Member's Name:	Teaching Load	Committee Load	Advising Load
Mr. Duane Cyrus	Sp 06: DCE 212, DCE 312, DCE 314, DCE 343, DCE 412, DCE 414, DCE 443 F 05: DCE 312, DCE 314, DCE 412, DCE 414		05-06 Graduate: 1
Dr. Ann Dils	Sp 06: DCE 200, DCE 505, DCE 611 (co-teacher) F 05: DCE 200, DCE 610 (co-teaching) Sp 05: DCE 611: DCE 200.03-.06 DCE 205 F 04: DCE 610: DCE 200.03-.06 DCE 303 Sp 04: On leave F03: DCE 610,DCE 200, DCE 305	05-06: Graduate coordinator, HHP representative to university budget committee, DCE graduate committee, Women's Studies Coordinating Council, Carlisle Research Award Committee Chair, conference committee for UNCG women's studies conference, NEH summer research award committee (fall 05 only, university committee) 04-05 Graduate coordinator, plus DEPT 2, HHP:0, UNCG: 2 03-04: DEPT. 2, HHP: 1, UNCG: 2	05-06 undergraduates: none, graduate: 3 04-05 undergraduates: none, graduate: 2 03-04 undergraduates: 40, graduate: 2
Mr. Mitchell Fore			05-06 undergraduate: none, graduate: 1 04-05 undergraduate: none, graduate: 1 03-04 undergraduate: none, graduate: none
Mr. John Gamble		05-06: Tenure and Promotion Committee, HHP 04-05: Chair, Faculty Senate, Tenure and Promotion Committee, HHP 03-04: Faculty Senator, HHP	05-06 BA: 25+, Grads: 5 04-05 ½ BA: 15+, plus 25 minors 03-04 ½ of BA cohort (15+ students)
Ms. Robin Gee		05-06: Technique Committee, departmental	05-06 Freshman DCE majors: 31 04-05 Freshman DCE majors: 35

		04-05: Faculty Search Committee, departmental, Technique Committee, departmental 03-04: Diversity Committee, HHP	03-04 none
Dr. Jill Green	Sp 06: DCE 661, DCE 463, DCE 340, DCE 676 F 05: DCE 458, DCE 461 (1 student), DCE 446 (1/4 of course) Su 05: DCE 676 (co-teacher) Sp 05: DCE 340, DCE 463, DCE 661 F 04: DCE 230, DCE 447, DCE 560 Su 04: DCE 560 Sp 04: DCE 340, 463, 661 F 03: On leave	05-06: Undergraduate dance education coordinator, plus 3 departmental committees, 2HHP committees, 1 university committee 04-05: Undergraduate dance education coordinator, plus 3 departmental committees, 2HHP committees, 1 university committee 03-04: Undergraduate dance education coordinator, plus 4 departmental committees, 3HHP committees, 2 university committee	05-06: 34 undergraduates, 1 graduate 04-05: 28 undergraduates 03-04: 30 undergraduates
Dr. Larry Lavender			05-06 Dance minors: 25+, graduate: 2 04-05 undergraduate: none, graduate: 2 03-04 undergraduate: none, graduate: 2
Dr. Eluza Santos		05-06: on leave 04-05: Chair, Technique Committee, Faculty Search Committee 03-04: Diversity Committee, HHP	05-06 undergraduate: 23-26, graduate: 1-2 04-05 undergraduate: 23-26, graduate: 1-2 03-04 undergraduate: 23-26, graduate: 1-2
Dr. Susan Stinson	Sp 06: DCE 611 (co-teacher), DCE 457 Fa 05: DCE 610 (co-teacher), DCE 660, DCE 446 (3/4 of course) Su 05: DCE 676 (co-teacher) Sp 05: DCE 365 (1 student), DCE 457, DCE 461-462 (5 students), DCE 611 (co-teach) Fa 04: DCE 446, DCE 448, DCE 461-462 (1 student), DCE 475 (1), DCE 610 (co-teach) Sp 04: DCE 446, DCE 611 F03: DCE 345/346, DCE 448, DCE 660 Sp 03: DCE 446, DCE 448 (1), DCE 461-462 (2), DCE 611, DCE 621 (co-taught)	05-06: Undergraduate coordinator for Department, Graduate dance education and A-licensure coordinator, plus 04-05: Undergraduate coordinator for Department, Graduate dance education and A-licensure coordinator, plus 4 Departmental committees, 2 HHP committees, 3 University committees. 03-04: Undergraduate coordinator for Department, plus 3 Departmental committees, 3 HHP committees, 3 University committees.	05-06: 04-05: 24 Undergraduates, 7 Graduate students 03-04: 25 undergraduates, 7 Graduate students

Ms. B.J. Sullivan		05-06: Technique Committee, Teaching Awards Committee, HHP 04-05: Chair, Faculty Search, Teaching Awards Committee, HHP 03-04: Teaching Awards Committee, HHP	05-06 soph, jr. senior GEC BFA: 30+, plus 2 Grad students. 04-05 soph, jr. senior GEC BFA: 15+ 03-04 soph, jr. senior GEC BFA: 15+
Dr. Jan Van Dyke		05-06: on leave 04-05: Technique Committee 03-04: Tenure and Promotion Committee, HHP	05-06 on leave 04-05 undergraduate: all Soph, Jr and Sr BFAs (she has no number in her files, but has 22 advising evals in her files), graduate: 1 03-04 undergraduate: 0, graduate: 5
Mr. Frank Vulpi			No advisees assigned

Table 17. Instructional Methods Utilized in Courses:

Course	Lecture	Whole class discuss	Small group discuss	Coop learning	Online discuss	Case analysis/ Discuss	Reflective Writing	Re-search papers	Oral Presentations	Lesson/ Unit plans	Portfolios	Video	Technique	Performance	Choreography
LIS/CUI 120	X	X	X		X				X		X				
CUI 450	X				X			X							
CUI 470								X	X	X					
CUI 535	X	X	X	X				X	X	X					
ELC 381	X	X	X		X				X						
DCE 111													X		
DCE 112													X		
DCE 114													X		
DCE 117	X	X										X	X		
DCE 200	X	X	X	X			X	X				X	X		
DCE 205	X	X	X	X			X	X				X	X		
DCE 212													X		
DCE 214													X		
DCE 216													X		
DCE 217		X		X									X	X	X
DCE 230				X			X						X		
DCE 231													X		
DCE 232													X		
DCE 241	X			X										X	X

Table 18. Research and Service to profession

Faculty Member's Name:	Highest degree, specialization (discipline), & university from which degree obtained	Rank		Courses taught during current year: (Fall 05 only)	Full time	Part time	Professional Service/Public School involvement:	Recent Publications/presentations:
		Tenure Track	Adjunct Visiting					
Mr. Duane Cyrus		X		DCE 312, DCE 314, DCE 412, DCE 414	X			
Dr. Ann Dils	PhD, Performance Studies, NYU	X		DCE 610, 200.02	X		<p>Editor. <i>Dance Research Journal</i>, 2005-2008.</p> <p>Co-editor (with Jill Green) <i>Dance Research Journal</i>. 2002-2005.</p> <p>Manuscript reader for Wesleyan University Press, 2002-2006, Indiana University Press, 2005, Rutledge, 2005.</p> <p>Member, Institutional Self-study Committee. National Dance Education Organization, 2005.</p> <p>Accelerated Motion: Towards a New Dance Literacy in America (National Endowment for the Arts curriculum project in process)</p>	<p>Dils, A. (2006) Chapters on Research in Dance Appreciation and Dance History in Higher Education Research. <i>Handbook of Research in Arts Education</i>. (Invited, in process).</p> <p>Dils, A., R. Gee, and M. Brookoff, eds. (2006) Dance Appreciation Reader. Kendall-Hunt (in process).</p> <p>Dils, A., (2004) Sexuality and Sexual Identity: Critical Possibilities for Teaching Dance Appreciation and Dance History. <i>Journal of Dance Education</i> 4 (1), 10-16.</p> <p>Dils, A. (2003) Bill T. Jones and Arnie Zane (encyclopedia entry). <i>International Encyclopedia of Gay, Lesbian, and Transgendered People</i>.</p>

R. Mitchell Fore	M.F.A., Theatre Design/Technology	X		DCE 255C-01 DCE 255D-01 DCE 355C-01 DCE 355D-01 DCE 475-07 (independent study) DCE 555-01 DCE 650-01	X		
John Gamble		X		DCE 101-01 DCE 101-02 DCE 417-01 DCE 443-01 DCE 555-01 (with Mitch Fore) DCE 697-02 (thesis) DCE 698-02	X		
							Dils, A., (2002) The Ghost in the Machine: Merce Cunningham and Bill T. Jones, <i>PAJ: A Journal of Performance and Art</i> 70 (Invited publication.), 94-104.
							2005 Lighting Designer North Carolina School of the Arts 2002 UNCG Dance Production Handbook
							2004-2001 Artistic Director and Co-Coordinator, IDER Project, UNCG 2000-pres Founder and Project Director, Center for Arts and Public Discourse, UNCG 1997- pres. Faculty Fellow, Grogan College Learning Community, UNCG 2004- pres. Committee for Digital Imaging and Sound Design, UNCG 2004-2001 Chair, Internationalizing the Arts Committee, UNCG 2002-2000 Representative, Faculty Compensations Committee, UNCG 2002-1999 Senator, Faculty Senate, UNCG 2004-2003 Chair, HHP Faculty Assembly, UNCG 2003 Grant Reviewer, Wake County Arts Council, Raleigh, NC 2001- pres. Fringe Festival Planning Committee, Greensboro, NC 2000- pres. Board of Directors Partnership Project, Greensboro, NC

Robin Gee	MFA Modern Dance/Choreography & Performance	X		DCE 112-01 DCE 117-01 DCE 132, DCE 232	X		2004-2005 Guest Panelist for North Carolina Arts Council	<p>Workshops & Guest teaching: 2005 ACDF workshop instructor, 2004-2005 Guilford College Guest Lecture/Master Classes in African, 2004 The Dance Center Master Class, 2004 Longwood University Guest Artist, 2002 Greenwich Academy Visiting Artist, 2002 ACDF Workshop Instructor</p> <p>Choreography: 2004 UNCG Traveling Women 2003 UNCG Guew bi 2002 Sarah Lawrence Marakadon, Sinte, Makarou, Finding Fish</p> <p>Publications: 2005 "From Concept to Application: Interactive Tools in the Studio", Research Presentation, West African research Association, Dakar, Senegal. 2005 UNCG Division of Continual Learning – Development of On Line Dance Appreciation Course (with Dr. Ann Dils) 2005 Chapter Development: <i>Global Dance: Tradition and Change</i> Dance History Reader (with Dr. Ann Dils & Matthew Brookoff). 2004 Report on "Movement @ evolutions Dialogue: Contemporary Dance in and of Africa." <i>Dance Research Journal</i>, 36/2 Winter 2004. 2002 "FECHE" an interactive Rom documenting the dance and music of Senegal.</p>
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Dr. Jill Green	PhD, Ohio State University	X		DCE 458, DCE 461 (1 student)	X		<p>Co-editor (with Ann Dils, <i>Dance Research Journal</i>. 2002-2005 Board of Directors, The Kinetic Awareness Center Opponent for Dissertation Defense in Finland, Editor, Somatics in Dance Education, special issue of <i>Journal of Dance Education</i></p>	<p>Green, J (in press). Student bodies: Dance pedagogy and the Soma. In Bresler, L. (ed.), <i>International Handbook on Research in Arts Education</i> (invited and peer reviewed).</p> <p>Green, J. (2005). Kinetic Awareness™ Pedagogy: Elaine Summers and second generation practitioners. In Overby, L. Y. & Lepczyk, B. (eds.), <i>Dance: Current Selected Research Volume V.</i> (pp. 245-258). New York, NY: AMS Press (invited)..</p> <p>Green, J. (2005). Postpositivist inquiry: Multiple perspectives and paradigms. In Cruz, R. F. & Berrol, F. (eds.), <i>Dance/Movement Therapists in Action: A Working Guide to Research Options</i> (pp.109-124). Springfield, Illinois: Charles C. Thomas (invited and peer reviewed).</p> <p>Green, J. (2004). The politics and ethics of health in dance education in the United States. In Anttila, E, S. Hamalainen & L. Rouhiainen (eds.), <i>Ethics and Politics Embodied in Dance</i>, (pp. 65-76). Helsinki, Finland: Theatre Academy of Finland (invited).</p> <p>Green, J. (2004). Docile bodies: A threat or a necessity in educating dancers (panel discussion). <i>Ethics and Politics Embodied in Dance Conference Proceedings</i>, The Theatre Academy of Finland, Helsinki, Finland (invited).</p> <p>Green, J (2004). Creativity and management in dance institutions. <i>Ethics and Politics Embodied in</i></p>
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Dr. Eluza Santos	Ph.D. in Dance and Related Arts Texas Woman's University	X		On research leave	X

	<p>Dances." In <i>The Living Dance: An Anthology of Essays in Movement and Culture</i>. Judith Chazin-Bennahum, ed., pp. 223-232.</p> <p>"Dance Culture, History, and Criticism," chapter on dance criticism in <i>National Dance Textbook Project</i>, Wendy Oliver, ed. (in press).</p> <p>Articles:</p> <p>"Creative process Mentoring: Teaching the 'Making' in Dance-Making." <i>Journal of Dance Education</i>, Donna Davenport, ed. (in press).</p> <p>Presentations:</p> <p>"Rehearsal Criticism," proceedings of the <i>Spirit of Creativity</i> conference of NDEO, 2005, pp. 265-275.</p> <p>"Creative Processing Mentoring." <i>Proceeding of the Merging Worlds: Dance Education, Politics, and Society</i> conference of NDEO, 2004, pp. 244-250.</p> <p>"Five Workshops on Choreographic Process," La Compagnie Montreal Danse, l' Agora de la danse, Montreal, Quebec, 2005.</p> <p>"To Save or to Entertain the world: That is the Question." NDEO, Albuquerque, NM, 2003</p> <p>Choreography:</p> <p>Our Bad Dance, SUNY Buffalo, 2005.</p> <p>Rehearsal Zoo: Performing the Process, Ving!, Bellingham, WA, 2005.</p> <p>Ready for Plucking, Ving!, Bellingham, WA, 2004.</p>
NC Dance Alliance board member Consultant at ULBRA (Lutheran University of Brazil), summer 2004 Samba and Capoeira classes; CALL PROGRAM/CONTINUAL	

Dr. Susan Stinson	EdD, Curriculum/Cultural Studies, UNCG	X		DCE 610 (co- teacher), DCE 660, DCE 446	X	<p>LEARNING Adjudicator for Southeastern Regional Ballet Association (SERBA) Coordinator/moderator/chair for one session of daCi Conference (Brazil) Coordinator/moderator/chair for one session of Dance Conference in Portugal ("Pulses and Impulses for Dance in the Community") Samba class and presentation for the community at Abbotswood Member of Grants Panel/United Arts Council of Greensboro Facilitator for Choreographers' Workshop Series/NC Dance Alliance Samba demonstration/Guilford Middle School's International Festival</p>	
B.J. Sullivan	University of Illinois Urbana-Champaign, MFA in performance and choreography.	X		DCE 324/424/624 DCE 314/414 DCE 453, DCE 651 DCE 688	X	<p>03-04: External examiner for dissertation, external reviewer for program at a peer institution, participated and presented at professional organization meetings (for dance educators). Taught demonstration classes at McIver School. Testified before Teacher Quality Commission.</p> <p>04-05: External reviewer for candidate for promotion at another institution, reviewer for book manuscript external participated and presented at professional organization meetings (for dance educators). Taught demonstration classes at McIver School. Obtained approval for online MA in dance education to benefit dance educators in state. Member of Task Force for revising national standards for dance education. Led workshop for early childhood music educators.</p>	<p>Stinson, S.W. (in press). Teaching ethical decision making to prospective dance educators: An action research project. In L. Overby (Ed.), <i>Dance: Current selected research</i>.</p> <p>Stinson, S.W. (in press). Why are we doing this? <i>Journal of Dance Education</i> 5 (3).</p> <p>Stinson, S.W. (2005). The hidden curriculum of gender in dance education. <i>Journal of Dance Education</i> 5 (2), pp. 51-57.</p> <p>Stinson, S.W. (2005). Reflections on educating dance educators. In J. Chazin-Bennahum (Ed.), <i>Teaching dance studies</i> (pp. 217-234). Oxford, UK: Routledge.</p>
						<p>Guest choreographer for Weaver Education Center F05 Adjudicator for Weaver Education Center's Auditions S04, F04, S05 High School Dance Day at UNCG S03</p>	

Frank Vulpi	M.A. Music History	X	
Melinda S. Waegerle	MA Dance Education		X

DCE 345-01
DCE 345-02
DCE 458-01

X

<p><u>CHOREOGRAPHY</u></p> <p><i>holding (un)foldng (2005)</i> Commissioned for Concepts In Motion Dance Co. Hamilton, Bermuda</p> <p><i>shifting poise (2005)</i> Commissioned for the North Carolina School for the Arts Summer Program Concert. Stevens Center, Winston-Salem, NC</p> <p>Commissioned for the Weaver Education Center Dance Ensemble's Concert. Greensboro, NC <i>sullivan's etymology (2005)</i> University of North Carolina at Greensboro <i>(el' a kwans) the bone driving result of humility</i> Departmental Concert</p> <p><i>The tumbling tea party: A STUDY (2004)</i> University of North Carolina at Greensboro Departmental Concert <i>those around me</i> Commissioned for the North Carolina School for the <i>eroding my eerie self</i> Arts Fall Dance Concert Series <i>exposing my will (2004)</i> Agnes DeMille Theater, Winston-Salem, NC</p>	
Supervised dance education student teachers.	

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Faculty Evaluation Process

All full-time faculty undergo an annual review by a peer review committee within the Department as well as the Department Head; the annual review is used as a basis for professional development and merit pay raises. In addition, it is used as the basis for Post Tenure Review, which began in spring 1999 at UNCG. Post tenure review occurs on a five year cycle and be used as a basis for merit pay awards as well as professional development. Exceptions to this timetable are when an individual is serving as Department Head or undergoing review for promotion.

All faculty who teach courses in the Department must do student course evaluations for every course every semester; exceptions are courses in which there are fewer than five students enrolled. These evaluations then go to the Dance Department Head and to the faculty member. The Peer Review Committee and the Department Head examine these course evaluations, as well as syllabi and other relevant materials documenting teaching, research, and service, during the annual review process.

How faculty Assess Their Own Effectiveness as Related to Candidate Performance

Faculty in the Department write an annual self-reflection evaluating their own performance in teaching (especially), research, and service. This report is read by peers as well as Department Head. The Department has created a culture in which serious self examination and reflexive practice are highly valued. Although “blaming the student” is a common pastime among many teachers, faculty in this program take seriously their responsibility to facilitate the success of all students admitted to the program. Faculty are thus their own most severe critics.

How Faculty Evaluations Inform Teaching, Scholarship, and Service

Faculty members in the Department take student evaluations seriously, and use the data from them in teaching the same course in the future, as well as different courses for the same population. Because all three faculty members teaching in this program are tenured faculty members, they are more motivated by their own desires for excellence than by an annual review by someone else. That said, all are conscientious faculty who are responsive to suggestions during the annual review process.

Professional Development Opportunities Provided for Faculty

One source of professional development, especially for junior faculty, is mentoring by the Department Head and senior faculty. Recently, within the School, the Associate Dean for Academic Affairs, the Associate Dean for Research, and the Instructional Technology Consultant, have each made strong programmatic and individual efforts to mentor junior faculty across the School. New faculty members participate in a one-day orientation/workshop sponsored by the University. The School of HHP also provides a workshop for new faculty; starting in fall 1999, the School of HHP is also providing continuing professional development for new faculty, in the form of brown-bag lunches focusing on an issue faced by new faculty. Regularly scheduled reviews in the Department (annual reviews, Post Tenure Reviews, and reviews for Reappointment, Promotion, and Tenure) provide required conferences with the Head which are used for this purpose.

The University has no provision for sabbatical leave. Faculty may apply for Research Leave for one semester or the academic year. While gaining these leaves has become easier within the past several years (two faculty members in Dance will be on leave for all or part of the 2005-06 academic year), there are no funds to cover the absence of an individual who is on Research Leave; each unit must cover with internal resources any required courses which would otherwise be taught by the faculty member on leave. Of the three faculty members teaching in this program, one was on Research Leave in fall 1997, one in fall 2003, and one in spring 2004.

The Teaching and Learning Center, formerly known as the Teaching Resource Center, had faculty development added to its charge in 1996-97. At that time the name changed to the Teaching Learning Center (TLC). Dance faculty have attended workshops at TLC related to technology and other topics. TLC also facilitates the attendance of faculty at various professional development conferences. Faculty also attend and contribute to our campus Women's Studies colloquia and workshops sponsored by the Teachers Academy.

A number of Dance faculty take courses on campus and elsewhere for professional development. Some faculty also make regular trips to New York to see new choreography and take classes. All faculty teaching in this program attend and/or present at one or more conferences each year, usually more; this serves the purpose of professional development as well as presentation of their research.

Faculty have also found membership in professional organizations helpful. Journals, newsletters, list serve memberships, and working groups such as those sponsored by the Society for Dance History Scholars, the National Dance Education Organization, the Congress on Research in Dance, and Dance and the Child: International, allow a broad knowledge of new developments in the field and a chance for professional exchange.

Practice Used to Select, Orient, Communicate with, and Evaluate Adjunct Faculty

In the past four years, the department head has selected adjunct faculty with consultation with faculty. He has oriented, communicated with, and evaluated faculty through meetings and a observations.

One adjunct faculty member, Melinda Waegerle, teaches in the dance education program. As a former MA student in the department, she is very much part of the program and participates in making decisions and developing program policy. She has been in the program since 1993. As an A+ Teaching Fellow, she brings much knowledge about teaching dance in elementary schools. She teaches a number of sections of DCE 345: Dance Education for Elementary.

Ms. Waegerle was hired to fill a need for additional faculty in dance education. Since Drs. Green and Stinson have assignments in addition to those in dance education, another faculty member was needed. Ms. Waegerle has been observed by the other dance education program faculty members. Although she started out teaching one class, she gradually took on more responsibility. After excellent work and positive observation reports, her teaching load was increased.

Section VIII: Standard VI: Program Governance and Resources

Program Administration

The program is housed in the Department of Dance, one of five departments located administratively in the School of Health and Human Performance. As is the case with all teacher education programs, the coordinators of the undergraduate and graduate teacher education programs are members of the Council for Program Coordinators for the Teachers Academy. The organization and structure of the Teachers Academy are described well in other documents, so this will not be repeated here.

Communication within the Department is year-round and occurs through a variety of means. The Head and Faculty communicate in meetings (whole-committee and sub-committee) as well as through frequent e-mail, memos in mailboxes, and direct contact.

Policies affecting teacher education for the Dance unit, in addition to those made by the Teachers Academy, are made at the following levels:

The Department: Although final responsibility for most decisions rests with the Department Head, the Head consults with faculty on other-than-routine decisions. The Undergraduate Coordinator and the Director of Graduate Study are authorized to make routine decisions associated with their duties following due consultation with faculty and/or members of their committee (the Director of Graduate Study is Chair of the Department's four-member Graduate Studies committee). Other Departmental sub-committee Chairs work closely with the Head to determine the appropriate scope of committee-level decision-making, and the timing of implementation of decisions. The coordinators of the undergraduate and graduate teacher education programs also make minor decisions related to their programs, after consulting with relevant colleagues.

The School of Health and Human Performance: Although final responsibility for many decisions rests with the Dean, the Dean consults regularly with the Dean's administrative Cabinet (comprised of the Heads of the five Departments in the School, and other administrative personnel). All proposals for program revision and new courses must be approved at the School level, through the HHP Curriculum Committee.

The University: Policies are made by the Chancellor and the Board. There is a Faculty Senate with elected representatives from the School of HHP; there are a few decisions (such as approving a change in university-wide graduation requirements) made by the entire faculty (Faculty Assembly). The University's *Faculty Handbook* includes information about governance structure and policies. All proposals for new courses and program revisions must be approved by the University Curriculum Committee (undergraduate) and/or the Graduate Studies Committee, after approval by the Teachers Academy. These committees report to the University Faculty Senate.

The state-wide university system: UNCG is part of a 16-campus system governed by a Board and a President. There is also a UNC (system-wide) Faculty Assembly to which UNCG sends representatives elected by the faculty. Decisions made at this level that directly affect our department include whether or not new degrees may be added and existing degrees may be maintained. The Code of the Board of Governors defines the organizational structure of the UNC system and policies on Academic Freedom and Tenure; Finances, Property and Obligations; and other provisions.

The state legislature: The legislature mandates a number of policies directly affecting the department, such as requirements for teacher certification.

Adequacy of Number of Faculty to Support the Program

During Spring 06, there were 10 students enrolled in the dance education program. Three faculty members teach courses in the program. As tenure-track faculty, two members have a number of responsibilities outside the program. They teach graduate courses; provide department, school, university, and professional service; and maintain healthy research agendas. Although the two full-time faculty members are able to dedicate time to the program, and support is sufficient, we would love to add some of the teaching to the adjunct faculty's workload, and see her load increased into a full time lecturer position, to fill the needs of the program and allow all faculty time to teach most effectively.

Adequacy of Non-faculty Personnel that Support the Program

Although faculty resources are adequate, the Department Head considers the unit to be understaffed with one fulltime secretary and one $\frac{3}{4}$ time program assistant. In addition to performing the administrative and academic program-based secretarial duties for which the other departments in the School have two fulltime staff persons, our fulltime staff person also manages all accounts, expenditures and reimbursements associated with and generated by our production season (12-15 individual concerts per year). The primary duties of our $\frac{3}{4}$ staff person are to coordinate the undergraduate auditions process (which includes scheduling and providing departmental tours to prospective students) and to develop promotional materials for the concert season, roles that are unique in the School to our Department. Even if our $\frac{3}{4}$ time position were made fulltime (funds were allocated by the Dean in 2003-04 for this purpose) the Department would still be shorthanded; the Department Head, Undergraduate Coordinator, and Director of Graduate Study positions, as well as the coordinators of the undergraduate and graduate teacher education programs, are too burdened with many (year round) clerical and bureaucratic duties. The Department Head has requested that the $\frac{3}{4}$ time staff position be upgraded to full-time.

Facilities in which the Program is Housed and Their Adequacy

By and large, the Department is adequately housed and equipped. See the Department's National Association of Schools of Dance (NASD) report on undergraduate licensure for a full report of Departmental facilities (in Evidence Box).

Instructional Resources that Support the Program and their Adequacy

See the document in the Evidence Box entitled "Library Resources in the Department of Dance," with particular attention to the vast resources available online. Library resources, databases, journals, and reference materials are available online through the university's Jackson Library. There also are lending or electronic-sharing agreements with other libraries in the state.

In addition, see the department's NASD report on undergraduate licensure for a full report on departmental equipment.

See also the Teachers Academy report for instructional resources for all Teacher Education programs on the campus.

A few other instructional resources are owned by and housed in the Department. In particular, these include instructional packages produced by Bedford Interactive for dance education programs. These include CD's as well as print materials.

Technology Resources that Support the Program

All classrooms (except studios) in the Health and Human Performance Building are equipped with state of the art teaching stations for student use and modeling by faculty. Equipment includes a computer with network and Internet access, a data projector, large screen, and VCR. Additionally, there is a computer lab in the building for student use.

All dance education faculty have access to video cameras for use in class and the schools. Students use these cameras to videotape themselves and each other while teaching.

The Teaching Resource Center (TRC) also supports professional education programs at UNCG. Located in the Ferguson Building (adjacent to the Curry Building), it is designed for use by students and faculty in all professional education programs on campus, as well as to provide professional development for our school and community partners. The TRC houses print and non-print materials including a variety of technology resources to assist candidates and faculty in planning instructional activities on campus and in field experiences and clinical practice. Equipment available for use in the TRC as well as check out includes camcorders, digital camcorders, digital cameras, overhead projectors, an opaque projector, a smart board, and laptop computers.

See <http://www.uncg.edu/soe/trc/index.htm> provides additional information on resources available through TRC.

A number of other instructional resources are available to support teacher education at UNCG. A new assistive technology classroom has been developed to address needs identified through an extensive faculty survey (see Survey of Competencies for Including Students with Special Needs in the general documents box) and a new interdisciplinary center for e-learning has been established to facilitate the use of technology for teaching and learning (see <http://ice.uncg.edu/>). The Walter Clinton Jackson Library has significant resources to support UNCG's teacher preparation programs (see Library Resources files and <http://library.uncg.edu/>). The University Teaching and Learning Center (TLC) supports the University's instructional programs by providing instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology (see <http://www.uncg.edu/tlc/>).

Adequacy of the Fiscal Resources that Support the Program

See the NASD report on the undergraduate licensure program (in Evidence Box). This paragraph is repeated here because of its significance.

Funding for dance education programs (undergraduate and graduate) presents some particularly vexing questions, because of the constantly shifting nature of state licensure requirements and their impact on enrollment. It becomes difficult to predict future enrollments (even for the next year) in pre-student teaching field experience and student teaching, because we do not know how many students will be successful in meeting state requirements (especially the PRAXIS I exam). Our one part-time faculty member in dance education is consistently assigned a course load of $\frac{3}{4}$ time, often reaching that of a full-time APT-track faculty member, despite the fact that she is paid by the course. She teaches courses taken by elementary education majors as well as courses for dance education undergraduate students. The two full-time faculty members in dance education are also responsible for graduate courses, including those taken by the MA in dance education. That program (MA in dance education) cannot grow beyond its current cohort of 10 students unless resources become available to have the part-time faculty member become at least permanent $\frac{3}{4}$ time. This request has been made by the Department Head for the 04-05 and 05-06 years, and it will continue to be the highest priority for a new line in the Department.

Standard 6A: Working Conditions

1. Faculty teaching, advisement, and committee loads by semester for at least three years. (The chart should include the same faculty included in the chart for Standards 5 and 5A.)

See Table 16.

2. Institutional and program policies and practices related to faculty loads, including student teaching supervision.

The University considers the standard load for tenured and tenure track faculty to be four 3-credit courses per semester; one semester release time for research is routinely given for faculty who are productive in research. Of the three faculty members who teach courses in this program, one has a major administrative assignments (as Undergraduate Coordinator for the whole Department) for which she is given one course release-time per year. The Undergraduate Coordinator is also coordinator for the MA in Dance Education. Another faculty member in the program, who is coordinator for undergraduate programs in dance education, is given some degree of release time on a rotating basis when possible; this does not occur frequently. The third faculty member in the program is an adjunct instructor, hired by the course.

The Department officially “counts” supervision of 3-4 student teachers as one course, although in spring 2005 supervision of 5 student teachers (4 of them out of town) was counted as one course for one of these faculty members.