

UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

(UNIT: School of Health and Human Performance)
(DEPT: Dance)

COURSE SYLLABUS - (Fall 2006)

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

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

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

10. **Teaching Strategies:** Students teach full time in a public school setting. University Supervisors will observe a minimum of eight classes, giving informal evaluation each time, with a formal written evaluation at mid-term and at the end of the semester.
11. **Evaluation Methods and Guidelines for Assignments:**
 - a. Attendance and full participation in diverse teacher roles:
This class is designed to prepare student teachers for professional teaching positions in public schools. Thus, students are expected to be present every teaching day, present a professional appearance, be responsible for assigned teaching roles and participate in school functions. By mid-term, student teachers should be responsible for a full teaching load.
 - b. Daily Lesson Plans - to be shared with cooperating teaching and university supervisor (before observations). For each lesson taught, you should add notes regarding suggested changes for the next time you teach this lesson, so that you will remember a year from now when you are teaching the same information again. (For example, "Worked well. No changes needed." "Final sequence too hard for 4th graders." "Music didn't work. Change to something without a clear beat.")
 - c. Weekly reflective evaluations
 - 1). List of strengths, weaknesses, and strategies you will try in the week ahead.

2). Your thoughts about the development of a sound philosophy of dance education and how you are translating this philosophy into action. Make sure that you address issues that arise in class, including meeting the needs of diverse student populations.

- d. Mid-term and final self evaluations for the Dance Department, to be completed by the student, cooperating teacher, and university supervisor (attached). **STUDENTS MUST RECEIVE A RATING OF 3 for PLANNING, TEACHING, and EVALUATION. Students will not be recommended for licensure if any of these ratings falls below a 3.**
- e. Dispositions Rubric. **STUDENTS MUST RECEIVE A RATING OF 3.**
- f. Teacher's Academy Exit Criteria (SERVE Document), to be completed by the cooperating teacher and university supervisor. **STUDENTS MUST HAVE SATISFACTORY RATINGS IN ALL DIMENSIONS.**

12. Required texts

Student Teaching Handbook for Dance Education Majors.

Teachers Academy Handbook (Go to <http://www.uncg.edu/soe/>. Click on Teacher's Academy, then Teacher Education Handbook. The Handbook is in Adobe Acrobat format.)

13. Syllabus

*Dates are subject to change, pending changes in the school calendar due to weather

Monday, August 14:	Student teachers report to schools (when placement is confirmed)
Week of August 21 or August 28:	Begin teaching (phase in gradually)
Friday, October 6:	Midterm Evaluations(Planning, Teaching and Evaluation) due to University Supervisor
Monday, December 4:	Last day of student teaching
Friday, December 8:	Final Evaluations (Planning, Teaching and Evaluation) due to University Supervisor Exit Criteria (SERVE Document) due to University Supervisor (signed by student and cooperating teacher)

Student teachers will be at their schools Monday-Fridays, with the exception of school holidays.

14. Other information

The dance education faculty supports the metaphor of teacher as artist, as described by Howard Gardner through three aspects of artistic thought:

It is the philosophy of the faculty that knowledge is created more than transmitted within the curriculum. Since students construct

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

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

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

Academic Honor Code:

All students are expected to know and abide by the UNCG Academic Honor Code. On all course work and examinations, each student shall add the following statement:

"I have abided by the UNCG Academic Honor Policy on this assignment or examination."
_____ Signature _____ Date

See <http://saf.dept.uncg.edu/studiscp/Honor.html> for a statement of UNCG's Academic Honor Code.

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

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