

1. **Course prefix and number:** DCE 676-21. **This course will become DCE 657, to be taught summer 2008.**
2. **Course title:** Problems Seminar: Methods in K-12 Dance Education
3. **Credits:** 3
4. **Course Prerequisites/Corequisites:**
5. **For Whom Planned:** Graduate students enrolled in the Master of Arts in Dance Education

**6. Instructor Information:**

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**7. Catalogue description: 676. Problems Seminar (3:3).**

*Pr. graduate standing in dance.*

Specific course title identified each semester by subscript, e.g., Problems Seminar: Dance as Therapy. May be repeated for credit when topic varies.

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

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

By the end of this course, students will demonstrate the following, at an intermediate level of competency (Final demonstration of Standard to be assessed in later coursework):

1:1 - The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.

1:2 - The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.

1:4 - The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.

1:5 - The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.

1:6 - The candidate uses technology to create learning environments that support students' learning.

1:7 - The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.

2:1 - The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.

2:2 - The candidate designs and delivers instruction that is responsive to differences among all learners.

2:3 - The candidate reflects on and modifies instruction that fosters student learning.

2:4 - The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.

2:5 - The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

3:1 - The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.

4:1 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.

4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.

4:4 - The candidate understands current knowledge and trends in education.

5:1 - The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.  
school partnership.

**10. Teaching Strategies:** class discussion, experiential group work, micro-teaching, some lecture

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

Grading scale based on points earned in 4 major assignments:

A	66-72
A-	59-65
B+	52-58
B	45-51
B-	38-44
C+	31-38
C	27-30
C-	23-26
D	19-22

F: below 19

In addition to the attached assignments, students are expected to participate fully in all classes and to complete out of class assignments that are included within the course calendar. If all of these assignments (noted as ones to be checked but not graded) are not completed on time, final grade may be lowered one letter grade. Please note that there is a maximum of one absence in the class.

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

Bloom's Taxonomy ([www.teachers.ash.org.au/teachereduc/Bloom.html](http://www.teachers.ash.org.au/teachereduc/Bloom.html)) and ([www.ntlf.com/html/lib/suppmat/84taxonomy.htm](http://www.ntlf.com/html/lib/suppmat/84taxonomy.htm)). **Read BOTH. Will be distributed in class.**

Duncan-Andrade, J.M.R. (2005, March). Developing social justice educators. *Educational Leadership* 62 (6), pp. 70-73. **Journal Finder.**

Gilbert, A.G. (2001). Toward best practices in dance education through the theory of multiple intelligences. *Journal of Dance Education*, 3 (1), 28-33. **Hard copy on reserve.**

hooks, bell. (1994). *Teaching to transgress*. New York: Routledge. (Read pages 1-22 for assignment.) **e-reserve through Blackboard. Hard copy on reserve.**

Koff, S.R. (2003). Why the multiple intelligences? *Journal of Dance Education*, 3 (1), 5-6. **Hard copy on reserve.**

Lavender, L. (in press). Creative process mentoring: Teaching the “making” in dance-making. *Dance Research Journal*. **In course documents on Blackboard.**

Paul, R. (2004, fall). A substantive conception of critical thinking. The Center for Critical Thinking Educational Non-Profit Organization. This article is a shortened version of an article that can be found at [www.criticalthinking.org](http://www.criticalthinking.org). **Will be distributed in class.**

Root-Bernstein, M. and Root-Bernstein, R. (2003). Martha Graham, dance, and the polymathic imagination: A case for multiple intelligences or universal thinking tools? *Journal of Dance Education*, 3 (1), 16-27. **Hard copy on reserve.**

Warburton, E.C. (2003). Intelligence past, present, and possible: The theory of multiple intelligences in dance education. *Journal of Dance Education*, 3 (1), 7-15. **Hard copy on reserve.**

13. **Topical Outline:** See attached

## 14. Additional information

a. Specific expectations for students:

- 1) To be on time and prepared for class. **MAXIMUM 1 ABSENCE.**
- 2) To participate fully in class activities, with respect for your peers and for the instructors.
- 3) To fulfill class assignments to the best of your ability
- 4) To raise questions when you don't understand, to ask for help when you need it, to make suggestions regarding the course and our teaching of it when they could help you learn better

5) To thoughtfully and fairly evaluate the course and our teaching at the end of the course.

6) To abide by the academic integrity policy (See <http://saf.dept.uncg.edu/studiscp/Honor.html> for full policy)

Academic integrity is founded upon and encompasses the following five values: honesty; trust; fairness; respect; and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated. Members of the UNCG community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others.

First responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the university.

b. Specific expectations of ourselves as instructors

1) To encourage student-faculty contact: Please feel free to communicate with us through e-mail, phone (between 7am and 9 pm), or in person, both in and outside of class. Please don't be worried about disturbing us; we'll let you know if the time is not convenient, but we don't want you to keep quiet if you have a concern or question that we need to respond to.

2) To encourage cooperation among students: Most of our class activities will involve cooperative work. We encourage you to work with each other outside of class as well. We will be exchanging contact information on the first day of class.

3) To encourage active learning: This is a practical, "hands-on" course. We will spend some time in discussion, and other time in small group activities/projects.

4) To evaluate your work thoughtfully and fairly, and give you prompt feedback.

5) To emphasize time on task: Expected time on a graduate course is a total of 9-12 hours/week. Each day of this course is the equivalent of one week in a semester-long class. You may expect 5-6 hours/day of work outside of class.

6) To communicate high expectations: We will be on time and prepared for class, and will do our best to create learning experiences that are important and engaging. We expect you to work with us to make the class relevant and challenging for you. We have specified the standards for evaluating each assignment so that you will understand our expectations.

7) To reflect diverse talents and ways of learning: We will plan class activities and outside assignments that use different intelligences.

8) To be supportive of you personally while challenging you intellectually.

9) To establish an environment of mutual respect and cooperation.

10) To model different kinds of good teaching, including taking risks; to reflect on our own teaching of this course and be open in considering your suggestions.

**15. Recommended Text(s) and/or Readings:**

North Carolina Standard Course of Study in Dance  
(<http://www.ncpublicschools.org/curriculum/artsed/index.html>)

**16. Alignment with State and National Standards:** See course objectives.

**CALENDAR**

**June 20 Introductions**

1. Introductions. Include exchange of contact information and sharing of creative introductions.
2. Review syllabus and class schedule through Blackboard.
3. Self evaluation (in-class assignment):
  - a. Describe your current or most recent teaching: age group, setting, curriculum, etc.
  - b. How you learn best; what is most difficult for you as a learner.
  - c. Anything else we should know about you.
4. Review of items for M-licensure students (other students welcome to stay)

Assignment due June 21 at beginning of class (No grade, but will be checked.)

1. What does it mean to be dancing? (What is the difference between dancing and not dancing?) How can you recognize when your students are really dancing, as opposed to just moving?
2. How important is it to you that your students experience themselves dancing, as opposed to just moving?
3. What do you do to help your students experience dancing, as contrasted with just moving, even moving creatively?

**June 21:** Teaching students how to dance from the inside

Assignment for June 22 (not to be graded, but checked)

Write (before reading): What does it mean to teach dance as an art form?

Do you see any difference between telling kids to put together movement they have created and telling them to create a dance? What do you want them to learn from you about creating a dance? What do you already know about teaching this?

Read: "Creative Process Mentoring: Teaching the "Making" in Dance-Making" by Larry Lavender (posted in Course Documents)

**June 22:** Larry Lavender, guest lecturer. Teaching Dance-Making

**June 23:** Technology, Part I

Demonstration of software for teaching choreography skills at high school level.

Demonstration of ArtSource

Assessment

**June 24:** Motif writing as a creative tool.

**June 27:**

Lesson planning

Conceptual approach to technique

Demonstration of Technology, Part II

Assignment due June 28 (Reading and thinking; no writing required.)

Jill will distribute Bloom's taxonomy and an article about critical thinking.

Think about: How does this apply to teaching movement skills and choreography? Where else in the curriculum you teach do you facilitate the development of higher order thinking skills/critical thinking?

**June 28:** Ann Dils, guest lecturer. Teaching Dance history/Watching Dance

Assignment due June 29 (Reading and thinking—no writing required.)

Read Duncan-Andrade article on teaching for social justice and pp. 1-22 of bell hooks.

Think about: What issues were raised? How does this relate to dance education? What are you doing regarding teaching about social issues in dance? What can we do to teach differently in this area? How would you work collaboratively with your students to choreograph a dance(s) about a social issue or issues?

**June 29 and 30: Presentations, Assignment 1**

**July 1:** Social issues

Assignment for July 5. (Reading and thinking)

Read articles on Multiple Intelligences in JODE, 2003 (articles by Koff, Warburton, Root-Bernsetien, Gilbert)

Think about: What is Multiple Intelligences? What are the specific Multiple Intelligences?

Why is the concept important in dance education? How are you using MI in your dance classes?

What are the challenges of teaching technique to students with little Bodily-kinesthetic intelligence, and how might you use their other strengths to help them understand and better accomplish these skills?

**July 4** Holiday. No class

**July 5:** Multiple Intelligences

**July 6, 7, 8:** Presentation of assignments #2 and 3. Complete course evaluation.

**July 11:** Assignment 4 due.

**July 18:** Any revised assignments due.

## Assignments to be graded

Note: If you do not turn in a written assignment on time, feedback will also be later. This will reduce the time you have available to revise, if you choose to revise your work.

1. Topic: Sharing your strength (or a favorite topic to teach) This assignment has 3 parts:

a. Microteach a topic in which you have particular strength/expertise on June 30 or July 1. You will have 30 minutes to teach.

b. Post lesson plan in the Discussion Board set up for this purpose on Blackboard. Be sure that you include all categories as explained by Jill in her presentation on lesson planning.

c. Turn in a written discussion of ways that your lesson related to and differed from approaches/concepts presented in this class. Refer to summaries of “major points to remember” reviewed at end of classes. Turn in paper copy.

You will receive feedback by July 5. If you wish to redo portions b and c of the assignment, you must turn them in by July 18.

Rubric for evaluating this assignment:

Familiarity with Topic.	1 point: Teacher is not familiar with the content she teaches.	2: Teacher is somewhat familiar with the topic she teaches.	3: Teacher is familiar with the topic she teaches.	4: Teacher is exceptionally familiar with the topic she teaches.
Ability to Teach	1: Teacher does not know how to teach students.	2: Teacher knows a little about teaching students.	3: Teacher knows how to teach students.	4: Teacher knows how to teach students extremely effectively.
Awareness and Understanding of Concepts	1: Teacher does not demonstrate an awareness or understanding of concepts presented in class.	2: Teacher somewhat demonstrates an awareness or understanding of concepts presented in class.	3: Teacher demonstrates and awareness and understanding of concepts presented in class.	4: Teacher demonstrates an outstanding awareness and understanding of concepts presented in class.

2. Topic: Technology (Note that M-licensure students must do option A)

**Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.**

1:6 - The candidate uses technology to create learning environments that support students' learning.

1:7 - The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.

**Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.**

4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.

**A. M-licensure:** Select one of the two software programs demonstrated in class. It is highly recommended that those teaching primarily students younger than high school select the “Wild Child” software. You should expect to spend about 6 hours exploring and becoming familiar with the software. You will be working in partners; it will probably be easier to explore this software together.

Collaborating with a colleague in the course, explore the software and plan a unit of study for (some of ) the students you teach, using the software. (You may adapt one of the lessons in the instructional materials; if you do this, cite this source.) **Include** assessment rubrics. Make sure that this is clearly connected to student learning, rather than just an activity.

Present your unit to the class on July 6-8 (specific date will be assigned) in a way that makes clear you know how to use/apply the software.

Post your lesson plan in the appropriate Discussion Board in Blackboard.

Write (4-5 pages, double-spaced): (Turn in paper copy)

\*Reflect on the similarities and differences between instruction generated by this technology and the approaches presented in other parts of this course.

\*Discuss: What would be the advantages and disadvantages of using the software with the students you teach?

\*Discuss how you experienced and contributed to the collaboration in this project.

**You will receive feedback by July 12. If you wish to redo this portion of the assignment, you must turn it in by July 18.**

**B. Non-licensure students have the option to use ArtSource materials instead of the computer software to complete this assignment.** For students choosing this option, substitute “instructional materials” for “software” in rubric below.

#### Rubric for evaluating this assignment

Completeness	1: The assignment is incomplete, with one or more sections of the assignment not turned in.	2: Some parts of the assignment are complete.	3: Most parts of the assignment are complete.	4: All parts of assignment are completed.
Ease and Familiarity	1: Student does not demonstrate ease or familiarity with the software.	2: Student demonstrates some ease and familiarity with the software.	3: Student demonstrates ease and familiarity with the software.	4: Student is clearly an accomplished user, demonstrating great ease and familiarity with the software.
Clear and Easy to Follow, well-written and edited	1: Written materials are poorly written/edited. The lesson plan is not clear or easy to	2: Written materials are clear overall, but not well-edited. The lesson plan is somewhat clear and	3: The lesson plan is clear and easy to follow. All written materials are clear and well-edited and	4: The lesson plan is exceptionally clear and easy to follow. All written materials are

	follow.	easy to follow.	cite source(s) used.	exceptionally clear and well-edited, and cite source(s) used. (They would be a good model of written work for your own students to follow.)
Understanding of Theoretical and Practical Approaches	1: The reflective paper does not make clear that student understands relevant theoretical and philosophical approaches presented in the course, and the ways in which the application of the software is similar to or different from these.	2: The reflective paper makes somewhat clear that student understands relevant theoretical and philosophical approaches presented in the course, and the ways in which the application of the software is similar to or different from these.	3: The reflective paper makes clear that student understands relevant theoretical and philosophical approaches presented in the course, and the ways in which the application of the software is similar to or different from these.	4: The reflective paper makes perfectly clear that student understands relevant theoretical and philosophical approaches presented in the course, and the ways in which the application of the software is similar to or different from these.
Collaboration	1: No evidence of collaboration; student worked independently.	2: Evidence of minimal collaboration.	3: Evidence of some collaboration.	4: Evidence of significant collaboration, helping partner learn and learning from partner.

### 3. Topic: Multiple Intelligences

**Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.**

1:1 - The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.

1:2 - The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.

1:4 - The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.

1:5 - The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.

**Masters Standard 2: Knowledge of Learners - The candidate incorporates knowledge of the nature to the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.**

2:1 - The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.

2:2 - The candidate designs and delivers instruction that is responsive to differences among all learners.

2:3 - The candidate reflects on and modifies instruction that fosters student learning.

2:4 - The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.

2:5 - The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

**Masters Standard 3: Research - The candidate uses research to examine and improve instructional effectiveness and student achievement.**

3:1 - The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.

**Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.**

4:1 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.

4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.

4:4 - The candidate understands current knowledge and trends in education.

**Masters Standard 5: Professional Development and Leadership - The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.**

5:1 - The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.

Present a lesson teaching ONE dance technique skill through different intelligences, on July 6-8 (approximately 20 min lesson). Make clear how your lesson uses intelligences in addition to the bodily kinesthetic to help students with different intelligences become more successful in accomplishing this bodily-kinesthetic skill.

\*Post Lesson Plan on Blackboard in Discussion Board set up for this.

\*Write: A 2-3 page paper describing how your lesson reveals what you have learned about Multiple Intelligences Theory to integrate theory and practice. (Turn in paper copy.)

You will receive feedback by July 12. If you wish to redo portions of the assignment marked with \*, you must turn them in by July 18.

Rubric for evaluating:

Completeness	1: The assignment is incomplete, with one or more sections of the assignment not turned in.	2: Some parts of the assignment are complete.	3: Most parts of the assignment are complete.	4: All parts of assignment are completed.
Instructional Expertise	1: The teacher does not demonstrate instructional expertise and does not apply any of the theoretical, philosophical or research bases for Multiple Intelligence educational practice in P-12 settings to improve student learning.	2: Teacher demonstrates some instructional expertise by applying the some of the theoretical, philosophical, and/or research bases for Multiple Intelligence educational practice in P-12 settings to improve student learning.	3: Teacher demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for Multiple Intelligence educational practice in P-12 settings to improve student learning.	4: Teacher demonstrates a great degree of instructional expertise by applying all of the theoretical, philosophical, and research bases for Multiple Intelligence educational practice in P-12 settings to improve student learning.

Use of Research/Literature on MI	1: The teacher does not use research/literature on Multiple Intelligences to examine and improve instructional effectiveness and student achievement.	2: The teacher uses research/literature on Multiple Intelligences to examine and improve instructional effectiveness and student achievement somewhat effectively.	3: The teacher uses research/literature on Multiple Intelligences to examine and improve instructional effectiveness and student achievement.	4: The teacher uses extensive research/literature on Multiple Intelligences to examine and improve instructional effectiveness and student achievement extremely effectively.
Depth and Breadth of Knowledge and Skills	1: The candidate does not demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and in education.	2: The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education somewhat effectively.	3: The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.	4: The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education extremely effectively.
Clear and Easy to Follow, well-written and edited	1: Written materials are poorly written/edited. The lesson plan is not clear or easy to follow.	2: Written materials are clear overall, but not well-edited. The lesson plan is somewhat clear and easy to follow.	3: The lesson plan is clear and easy to follow. All written materials are clear and well-edited and cite source(s) used.	4: The lesson plan is exceptionally clear and easy to follow. All written materials are exceptionally clear and well-edited, and cite source(s) used. (They would be a good model of written work for your own students to follow.)

**4. Topic: Application to practice Due June 11. Feedback will be sent by July 14. If you choose to revise, revision must be posted by 5pm July 18.**

**Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.**

1:1 - The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.

1:7 - The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.

**Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.**

4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.

a. Design or revise three units of study applying what you learned in this course about teaching students how to dance, make dances, and watch dance, within the contexts of movement elements, kinesthetic/aesthetic dimensions, and cultural/historical dimensions. (You may have one unit for each or integrate them.)

**\*Make clear** how you will get beyond movement to dancing, beyond steps and exercises to underlying concepts which can be applied to a variety of steps and exercises, beyond putting steps together to aesthetic dimensions of choreography; also make clear how you will help students perceive more when they watch dance, and how you will encourage the use of critical thinking.

**\*Include** assessment rubrics.

**\*Discuss** how you expect your students to respond to these units, and what will be especially challenging.

Post all in the Discussion Board.set up for this assignment.

Rubric for evaluating this assignment :

Completeness	1: The assignment is incomplete, with one or more sections of the assignment not turned in.	2: Some parts of the assignment are complete.	3: Most parts of the assignment are complete.	4: All parts of assignment are completed.
Rigor, Coherency, and Consistency with major theoretical ideas. <b>Note this one counts double.</b>	2: The units are neither rigorous, coherent, nor consistent with the major theoretical ideas presented in the course; they do not reveal depth and breadth of understanding of these ideas or any degree of originality in application of them.	4: The units are somewhat rigorous, coherent, and consistent with the major theoretical ideas presented in the course, revealing some depth and breadth of understanding of these ideas as well as some degree of originality in application of them.	6: The units are rigorous, coherent, and consistent with the major theoretical ideas presented in the course, revealing depth and breadth of understanding of these ideas as well as some degree of originality in application of them.	8: The units are exceptionally rigorous, coherent, and very consistent with the major theoretical ideas presented in the course, revealing depth and breadth of understanding of these ideas as well as a high degree of originality in application of them.
Evaluation of instruction	1: Little evidence of understanding of how to use assessment rubrics to evaluate student learning.	2: Some evidence of understanding of how to use assessment rubrics to evaluate student learning.	3: Evidence of how to use assessment rubrics to evaluate student learning.	4: Evidence of especially insightful understanding of how to use assessment rubrics to evaluate student learning.
Writing	1: Written materials are not clear enough for a colleague to follow, and are not well-edited. There are a number of errors.	2: Written materials are somewhat clear enough for a colleague to follow, but there are quite a few errors.	3: Written materials are clear enough for a colleague to follow, and are well edited with very few errors.	4: Written materials are extremely clear and are very well edited with very few errors.

**\*Make clear** how you will  
get beyond movement to dancing,

get beyond steps and exercises to underlying concepts which can be applied to a variety  
of steps and exercises,

get beyond putting steps together to aesthetic dimensions of choreography;

help students perceive more when they watch dance,

encourage the use of critical thinking.