

UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

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

COURSE SYLLABUS

1. **Course Prefix and Number:** DCE 693
2. **Course Title:** Portfolio in K-12 Dance Education
3. **Credits:** 1-6 (6 credits required for M-license. Students may register for 1 or more credits each semester.
4. **Course Prerequisites/Corequisites:**
 - a. Satisfactory completion of all other required courses for the MA degree Dance, Concentration in Dance Education, M-licensure option
 - b. Satisfactory completion of Portfolio Review
 - c. At least two years full-time (or the equivalent) teaching K-12 dance
5. **For Whom Planned:** Required course for students completing M licensure requirements within the Master of Arts degree with concentration in dance education
6. **Instructor Information:**

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7. **Catalogue description:** : Development of teaching portfolio to meet specific requirements for M licensure in dance. Students may substitute National Board Professional Teaching Standards portfolio with prior permission.

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:**

The following standards for advanced North Carolina Licensure must be demonstrated through this course:

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.

1:3 - The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.

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.

1:8 - The candidate demonstrates the ability to integrate literacy across the curriculum.

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 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.

4:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across the disciplines.

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.**

5:4 - The candidate participates in collaborative leadership to address educational problems.

10. Teaching strategies: Independent work done in consultation with faculty advisor. The course is offered online.

11. Evaluation methods and guidelines for assignments: See attached.

12. Required texts/references: None. See recommended readings below.

13. Topical outline: N.A.

14. ACADEMIC HONOR CODE: Sign the Academic Integrity Policy on all assignments.
(<http://saf.dept.uncg.edu:80/studiscp/Honor.html>)

ATTENDANCE POLICY: Because this course is conducted as an independent study with each student, there are no class meetings and there thus is no attendance policy. However, you should expect to spend the amount of time normally anticipated in graduate coursework (For each credit, 3-4 hours/week for 16 weeks).

USE OF WORK/PRESENTATION: This course is designed for you to improve your own teaching, not to result in a project for presentation to any audience other than the instructor. (All student identification must

be removed before data is shared with instructor.) You must have students and their parents/guardians complete the attached form giving permission for you to use their work. If you wish to have the option to present or publish this work elsewhere, the University's Human Subjects Review process must be followed. This will add several weeks to the process, so that it may not be possible to complete assignments within the semester.

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

http://teachers4america.net/teaching_portfolio.html

<http://www.mhhe.com/socscience/education/cybereducator/cybpart11c.html>

McCutchan, B.P. (2006). *Teaching dance as art in education*. Champaign, IL: Human Kinetics. (See especially chapter 16, Developing an arts-oriented teaching portfolio.)

Developing an Arts-Oriented Teaching Portfolio

16. Alignment with state and national standards: See #9 above

DCE 693: Portfolio in K-12 Dance Education

This course involves 6 separate teaching modules, taught at whatever grade level you are employed. Completion of each module is worth one credit. Each involves planning, teaching, and evaluating a dance unit, with significant analysis and reflection along the way. The content is drawn from the National Standards for Dance Education and the North Carolina Standard Course of Study. In developing these six modules, students (dance educators in public schools) are expected to demonstrate the standards required by DPI for Advanced Licensure, as indicated in the objectives above.

A. Content (The modules may be completed in any order):

1. Identifying and demonstrating movement elements and skills in performing dance (National Standard 1, North Carolina Competency Goal 1)
2. Understanding and using choreographic principles, processes and structures in order to create and communicate meaning (National Standards 2 and 3, North Carolina Competency Goals 2 and 3)
3. Demonstrating and understanding dance in various cultures and historical periods ((National Standard 5, North Carolina Competency Goal 5)
4. Making connections between dance and healthful living ((National Standard 6, North Carolina Competency Goal 6)
5. Understanding dance as an art form with a range of opportunities for involvement (North Carolina Competency Goal 8)
6. [The sixth module may be drawn from any competency goal of the North Carolina Standard Course of Study.]

All modules must provide opportunities for students to develop and apply critical and creative thinking skills in dance. ((National Standard 4, North Carolina Competency Goal 4)

At least one module must involve interdisciplinary work, including collaboration with at least one teacher in a discipline other than dance. (National Standard 7, North Carolina Competency Goal 7)

At least two modules must involve computer technology in the instructional process.
At least three modules must integrate reading and writing in the instructional process.

At least one module must involve significant collaboration with another agency or group in the community. This could involve such activities as getting a grant to bring in a

professional artist to work with students, performance for a community preschool or senior adult center, or exchanging work electronically with another group.

All student learning outcomes must be demonstrated in order to be recommended for the M license. All outcomes do not need to be demonstrated within each module, but all must be demonstrated at some point.

B. For each module, you must complete the following and post on Taskstream. (Post initially for feedback, then revise and submit for evaluation.):

1. Write a statement (maximum 3 pages) describing the instructional context of your teaching, including the relevant features affecting your choices of learning activities and strategies for teaching. Include information about the students in the class, including exceptionalities.
2. A unit plan (3-5 pages) for a 3-4 week unit incorporating the content indicated above. The unit plan should specify
 - a. The topic or theme of the unit
 - b. Your instructional goals for the unit
 - c. A statement of how these goals support important student learning in the subject
 - d. The nature and flow of the activities, and your reason for planning this way.
3. 2-3 assignments given within this unit. (1-2 pages each)
Describe each fully, including why you selected these assignments, how they support the goals you are working toward, how they fit into the unit.
4. Select 2-3 diverse learners from the class. You might select students who present diversity in achievement levels, dance skills, economic/ethnic/cultural background, or other differences. Select different students for each module. It is highly recommended that you initially select more than two students for each module, since students may move in the middle of the unit!

Describe why you selected these particular students, and the particular challenges they present in teaching. Explain your expectations about what they will gain from this unit. Discuss how you structured each assignment to facilitate this learning. Discuss how the students' responsibility for their own learning was encouraged.

Submit student work done in response to each assignment. This may be in the form of videotape or any other form.

Analyze student response to these assignments. What did you learn about these students' understanding at each point in time?

What indicators were there that these students found the activities meaningful/engaging? What is the evidence that students developed critical thinking skills, problem solving, and performance skills (performance is not limited to being a dance performer)? How did you adjust your instruction in response to your perception of student learning problems and successes as you went through this unit?

This analysis should be presented in 5-8 pages.

5. Write a 2 page reflection on this process, including the following:
 - a. What did you learn from this experience about your strengths and limitations as a teacher? How will you build on these strengths in the future? What will you do to work on these limitations?
 - b. What will you do differently in teaching this same content material in the future? How did the analytical and evaluative process for this course affect your thinking about this?

6. Attach a list of student learning goals you believe you have demonstrated through this module.

C. Permission forms

You must include permission forms to include the work of any student in this project. **(See attached)** It is strongly recommended that you get these forms back before you begin teaching each unit. It may be easiest to assume that you will use the work of all students during the school year, and seek to get signed permission slips from all students who are willing to participate and whose parents are willing.

D. Evaluation guidelines: This course is graded S-U. To earn a grade of Satisfactory, all items must be completed and all standards must be met at the minimum level required for licensure.

***1a. Instructional expertise: Knowledge of professional literature.**

Limited: The candidate demonstrates limited awareness through written assignments of some important theoretical, philosophical, and research bases that can improve student learning in dance education, although there is little or no evidence of applying them in thinking about curriculum and teaching.

Emerging: The candidate demonstrates awareness of important theoretical, philosophical, and research bases that can improve student learning in dance education. There is clear evidence of attempts to apply this knowledge to planning dance curriculum. **Target level for students completing DCE 660.**

Proficient: The candidate demonstrates awareness of important theoretical, philosophical, and research bases that can improve student learning in dance education. There is clear evidence of applying this knowledge to planning and teaching. They demonstrate a variety of instructional strategies and resources and good evidence of research-based professional practice. Often their teaching demonstrates that the candidate adapts instruction to accommodate different learning styles and displays a clear understanding of the typical developmental patterns of the age group being taught.

Minimum level required for advanced licensure.

Mastery: The candidate demonstrates awareness of many important theoretical, philosophical, and research bases that can improve student learning, and demonstrates how these different positions can affect student learning in dance education. They demonstrate an extensive breadth of instructional strategies and resources and consistent evidence of research-based professional practice. Their teaching demonstrates that the candidate nearly always adapts instruction to accommodate different learning styles and displays an advanced understanding of the typical developmental patterns of the age group being taught. **Target level for students completing DCE 693.**

***1b. Instructional expertise: Use of assessment to improve student learning**

Limited evidence: The candidate does no formal assessment connected to student learning, although participation and similar behaviors may be evaluated to determine grades.

Emerging: The candidate demonstrates ability to develop assessment tools connected to student learning, but there is little evidence in this assignment that the candidate uses the assessment process to improve student learning. **Target level for students completing DCE 657.**

Proficiency: The candidate formally assesses student learning for purposes of determining grades (summative assessment), and sometimes uses the data to improve student performance and improve future instruction. **Minimum level for advanced licensure.**

Mastery: The candidate formally assesses student learning, and consistently uses results of assessment to re-teach as necessary, as well as to improve future instruction. **Target level for students completing DCE 693.**

2. *Knowledge of Diverse Learners

Limited: The candidate demonstrates respect for diverse learners and some knowledge of one or two important kinds of difference among learners especially relevant in dance education. (There is little or no evidence in this assignment of applying this knowledge to differentiate instruction in dance.)

Emerging: The candidate demonstrates respect for diverse learners and knowledge of 1-2 kinds of learning differences especially relevant in dance education. The candidate demonstrates understanding of how to adapt dance instruction to accommodate these differences among learners. **Target level for students completing DCE 646, 657**

Proficiency: The candidate demonstrates understanding of and respect for a wide variety of differences in learners and their effect on student learning. The candidate designs, deliver, and evaluates instruction that is always responsive to a few learning differences, and is occasionally responsive to a wide variety of differences among all learners in their classroom. **Minimum level required for M licensure.**

Mastery: The candidate consistently designs, delivers, and evaluates instruction that is responsive to a wide variety of differences among learners in their classroom. The candidate reflects on and modifies instruction as needed to maintain an environment in which all learners feel welcome and can be successful. **Target for students completing DCE 693.**

4. Content Knowledge in Dance

Limited: The candidate demonstrates mostly accurate knowledge of the content in the discipline of dance appropriate for this assignment. The candidate rarely if ever makes connections between theory, philosophy, research, and current practice in dance.

Emerging: The candidate demonstrates accurate knowledge of the content in the discipline of dance appropriate for this assignment. The candidate occasionally makes connections between theory, philosophy, research, and current practice in dance. **DCE 657, 610, 611**

Proficiency: The candidate demonstrates depth and breadth of knowledge in the discipline of dance, and sometimes uses it to challenge students to excellence in dance as appropriate to age/experience of the students. **Minimum level required for advanced licensure.**

Mastery: The candidate consistently demonstrates depth and breadth of knowledge in the discipline of dance, and consistently uses it to challenge students to excellence in dance as appropriate to age/experience of the students. **Target for DCE 693**

5a. Leadership

Limited: The candidate demonstrates efforts to address educational problems related to dance education, but does not work collaboratively in doing so.

Emerging: The candidate works collaboratively with others in solving an important educational problem related to dance education, although does not take leadership.

Proficient: The candidate takes an active leadership role in facilitating collaboration with others to address one or more important educational problems related to dance education. Target for DCE 646. Minimum level required for advanced licensure.

Mastery: The candidate takes an active leadership role in facilitating collaboration with peers and others in the community to address one or more important educational problems related to dance education. Target for DCE 693.

PERMISSION FORM

I understand that my dance teacher (name) wants to include some of my work in dance as part of a course she is taking at UNCG. I am willing for her/him to include copies of videotapes of me and any written work or art work.

Signature of student

Date signed

Birthday, including year

Signature of parent/guardian

Date signed