

15:255:536:13 Teaching Internship Seminar - Dance Education

Fall 2011

Thursdays, 4:30 – 7:30PM

Corwin Studio

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Office Hours: Wednesdays, 6:00 – 7:00PM, may be arranged via phone and Skype

Course Description:

The weekly student internship seminar provides a community in which to safely share and reflect upon the student teaching experience as well as an opportunity to think analytically about the teaching issues encountered in the internship. Five areas of inquiry will be emphasized: a) What it means to build a caring, secure and organized classroom culture, b) Challenging traditional, inherited notions of dance teaching practices c) Making meaning of being a part of a learning community, d) Building effective parent/guardian relationships, and e) Understanding the significance of supervisory evaluations.

This course focuses on assisting the student teacher in preparing for and meeting the expectations of professional teaching practice in K-12 contexts with the focus on facilitating the student teacher as a resourceful, community-sensitive, and reflective practitioner in dance education. The requirements for this course are designed to be useful to for the internship journey as well as standard certification.

Learning Objectives:

As a result of the Seminar, students will be able to: (See evidence table on last page.)

Analyze how dance educators and programs are situated within K-12 contexts and use this information to develop professional goals, envision future community building and expand teaching repertoire beyond studio-inherited practices.
Challenge the traditional dance meritocracy canon by developing and testing multi-sensory teaching methods and materials.
Discriminate between student-centered, teacher-centered and subject-centered approaches, recognize their preferences and work to conceptualize and expand teaching range (Palmer, 2007).
Develop an understanding of the scope of K-12 students' capabilities, beliefs, needs, habits and misconceptions.
Evaluate the effectiveness of planning, instruction, assessment and management methods employed during the internship experience (Marzano, 2001).
Develop a positive familiarity with reflecting on errors and mistakes as a method of setting professional goals and improving teaching performance (Lehrer, 2009).
Think strategically about preparing for supervisory evaluations.
Generate realistic idealism within the personal teaching philosophy.
Synthesize educational issues, beliefs and topics on-demand/verbally and in writing.

New Jersey Professional Standards for Teachers

During the teaching internship experience, teacher candidates practice and improve the skills and dispositions outlined in all ten of the New Jersey Professional Teaching Standards. During the Internship Seminar, Standards 9 and 10 act as cornerstones for dialogue and assignments:

Standard 9: Collaboration and Partnerships:

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

Please review the specific goals on p. 17 of the PST.

Standard 10: Professional Development:

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Please review the specific goals on p. 18 of the PST.

NDEO Professional Standards for Teachers of Dance Arts (PTSDA)

During the teaching internship experience, teacher candidates practice and improve the skills and dispositions outlined in all eight of the National Dance Education Organization Professional Standards for Teachers of Dance Arts. During the Internship Seminar, Standards 6, 7 and 8 will act as cornerstones for dialogue and assignments. *Please refer to pp. 12-18 of the PTSDA for specific goals related to these standards.*

Standard 6: Collaboration with Stakeholders to Advance Dance in the Arts

Accomplished teachers collaborate with administration, peers, students, parents, and community and educational leaders to improve schools through the advancement of knowledge and practice in dance.

Standard 7: Integrating State and Community Resources to Support and Enhance the School Arts Curriculum

Accomplished teachers use available resources to enrich dance programs for all schools within the community and/or state.

Standard 8: Reflective Practice: Research, Assessment, and Evaluation

Accomplished teachers reflect on daily lessons/classes and the effectiveness of their teaching as they monitor, analyze and evaluate student progress. Teachers research topics to expand the knowledge base in arts and education pedagogy.

*“Thought flows in terms of stories – stories about events, stories about people, and stories about intentions and achievements. The best teachers are the best storytellers. We learn in the form of stories.” - Frank Smith in *An Insult to Intelligence: The Bureaucratic invasion of our Classrooms* (1988).*

Required Course Texts:

Palmer, P. J., & Scribner, M. (2007). *The courage to teach guide for reflection and renewal* (10th anniversary ed.). San Francisco, CA: Jossey-Bass. (Available in Kindle Edition)

Weinstein, C. S. (2011). *Middle and secondary classroom management: lessons from research and practice* (3rd ed.). Boston: McGraw-Hill. OR Weinstein, C. S., & Mignano, A. J. (2011). *Elementary classroom management: lessons from research and practice* (3rd ed.). Boston: McGraw-Hill.

Additional Texts:

Readings from additional course texts will be assigned. Students may want to purchase the following books for their professional library. Some are available in low cost Kindle format:

Bransford, J., Brown, A., Cocking, R. (Eds). (2000). *How people learn: Brain, mind, experience and school*.
<http://www.nap.edu/openbook.php?isbn=0309070368>

Covey, S. (2008). *The 7 habits of happy kids*. New York: Simon & Schuster. (Kindle edition available)

Covey, S. (1998). *The 7 habits of highly effective teens: the ultimate teenage success guide*. New York: Simon & Schuster.

Doidge, N. (2007). *The brain that changes itself*. New York: Penguin Books. (Kindle edition available)

Johnson, L. (2005). *Teaching outside the box: how to grab your students by their brains* (1st ed.). San Francisco: Jossey-Bass. (Kindle edition available)

Lehrer, J. (2009). *How we decide*. New York: Mifflin Harcourt. (Kindle edition available)

Marzano, R., Pickering, D., Pollock, J. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD. (Kindle edition)

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life* (10th anniversary ed.). San Francisco, Calif.: Jossey-Bass. (Kindle edition available)

Willis, C. M. (2004). *Dance education tips from the trenches*. Champaign, IL: Human Kinetics.

Chapters in Already Acquired Texts:

Brehm, M. A., & McNett, L. (2008). *Creative dance for learning: the kinesthetic link*. Boston: McGraw-Hill.
 Ch. 12 Creating a learning environment in *Creative Dance for Learning*, pp. 139-154.

McCutchen, B. P. (2006). *Teaching dance as art in education*. Champaign, IL: Human Kinetics.
 Ch. 11 Creating and maintaining an effective arts learning environment in *Teaching Dance as Art in Education*, pp. 325-356.

Purcell-Cone, T. (2004). *Teaching children dance* (2nd ed.). Champaign, IL: Human Kinetics.
 Ch. 5 Making teaching effective in *Teaching Children Dance*, pp. 55-66.

Rutgers Dance and Dance Education LibGuides

Students will find a rich array of dance, dance history and dance education resources to lend detail to their assignments or to provide further depth of learning. <http://libguides.rutgers.edu/cat.php?cid=26311>

Tabs in the Dance Education LibGuide include:

- Dance Education Books
- Education Books
- Scholarly Articles
- Finding Materials and Getting Help
- Web Resources (Including a link to the streaming Dance on Video resource)
- Research Resources
- Cognition and Development
- Books for Young Dancers

Assignments:

Plan Book: (No Grade)

Students are required to maintain a plan book that documents the classes they attended, observed as participant, assisted, co-taught or taught. The plan book should be used to track your on-going assignment in your placement as it actually occurs as this sometimes varies from the schedule the principal has provided the program/faculty. USE PENCIL, as things may rapidly change during the course of a week. Your supervisor will ask to view your plan book to ascertain your progress. It is also important to keep this so that you may advocate for changes in assignment if need be. Plan books may be purchased at Lakeshore learning. Keep a photocopy of the program schedule in the plan book for your and the supervisor's quick reference and so that your actual assignment can be compared to this. In your plan book:

- Pencil in what classes you attended on what days/times. As you move into taking on more responsibility, use the plan book to actually plan out your assignment for the week ahead of time with your coop teacher
- Indicate your participation level (attended, observed as participant, assisted, co-taught, taught, etc.)
- Indicate the topic or activity as well as the learning goals for each class
- Keep "to do" lists and other reminders

Students who do not evidence a plan book will encounter a grade reduction of one increment from their summative course grade.

Teaching Portfolio Archive: (No Grade)

Students will collect and archive multi-media materials in a teaching portfolio. It is important to build up a rich archive of materials as you will be selecting materials in the spring semester for your GSE website that you will share during our student teacher celebration and use for job interviews. Materials you should consider including are:

- Photos of students in performance AND in process
- Photos of yourself teaching
- Video clips of your students in process, in performance, dialoguing, etc.
- Lesson plans
- Charts and graphic organizers you use in classes
- Student survey and assessment data
- Examples of student's homework responses
- Teaching materials you develop, such as vocabulary cards, motif symbols, etc.

Permission for photo/video must be secured at the school site. Students will be asked to bring their archive at mid-term to share with peers. Students who do not evidence an archive will encounter a grade reduction of one increment from their summative course grade.

Journal 20%

Students will keep a journal that has three sections:

1. Daily reflective bites
2. Reflective articles as assigned using the Palmer guide.
3. Bi-weekly voice updates for your supervisor

The purpose of the journal is to build insights on teaching and learning and will become a foundation for determining your professional teaching plan in the spring semester. You will also use your journal entries to ascertain and assess your learning arc throughout the course of the student teaching internship.

Student teachers will be using a variety of technology media for these journal sections as follows:

Daily Reflective Bites (60 points) – It is highly recommended that you use a dictation app such as Dragon to record your on-going musings, insights, frustrations, fears, challenges, successes and questions. These apps make daily journaling manageable as it will transform voice recording into text. This can be emailed to your account and then archived in a designated folder. While some cleaning up of text is advised, this is informal in nature. You will be periodically asked to upload your DRB's as a single document into Sakai. You will receive one point per daily entry.

Reflective Articles (40 points) – Reflective papers will be periodically assigned and will be guided by the Parker guide. Writing conventions should be utilized.

Bi-Weekly Supervisor Updates – Students will make bi-weekly voice recording updates for their supervisors just before supervisory visits. Please refer to the guide attached in the Sakai site.

Teacher/Student/Family Collaboration Paper 20%

This reflective paper is a required element of your GSE Teaching Portfolio. Students will be provided the GSE assignment in detail. **Rolling submissions – Must be completed by Nov. 17.**

Late Phase Lesson Plan & Supervisory Packet 30%

Students will be compiling a supervisory packet to be presented to the supervisor, administrator and cooperating teacher during the final supervisory visits. One piece of the packet is the late phase lesson plan that will be submitted at the end of the semester for their GSE Teaching Portfolio. Students will be provided the assignment in detail. **Rolling Submissions – Must be completed by Dec. 8.**

Video Self-Analysis 10%

In much the same way that dancers video record themselves to improve performance, student teachers will videotape themselves teaching and then analyze their own practice. Students will be provided the assignment in detail. Students may borrow the program video camera for this purpose. **Due on last two class sessions.**

Reading and Other Assignments 20%

Students will show evidence of completion of reading assignments and other assignments (ex: coop teacher interview, multi-sensory share) in preparation for class sessions. It is imperative for the function of the session that students come prepared to class having completed the assignments.

Classroom Management Plan (Evaluated in Classroom Org Course)

You will be completing and handing in your Classroom Management Plan for the GSE Teaching Portfolio as specified in the Classroom Organization course. **Due Dec. 1.**

Rutgers Grading:

A	91.00 – 100.00	C	70.00 – 76.99
B+	87.00 – 90.99	D	60.00 – 69.99
B	81.00 – 86.99	F	Less than 60.00
C+	77.00 – 80.99		

Assessment Rubric:

Please refer to the Assignment Evaluation sheet when completing course assignments unless another rubric has been provided for a particular assignment.

Late Assignments:

The adherence to due dates reinforces professional behavior expected by school principles, departmental chairs, deans and colleagues. Late assignments inconvenience members of the class community. Assignments that are late will not receive feedback/comments and will be reduced by one grade increment. Assignments that are past due by two weeks will not be accepted.

Incomplete Grade:

A summative grade of incomplete for the course is not typically given. Only students providing valid evidence of a serious hardship will be granted this privilege.

Promptness and Attendance:

Promptness and attendance at all course sessions is required. You are allowed one excused absence under the conditions that you provide advanced notice and supply a doctor's note or other satisfactory evidence. (Airline tickets are not satisfactory evidence for missing sessions.) Additional absences will result in a reduction of one grade increment per absence based on the summative course grade. While unexpected traveling conditions do occasionally effect promptness, students are expected to plan their travel time to Rutgers wisely. More than a few late arrivals will result in lowering the summative grade by one increment. Ex: If summative course grade = A-, two absences would result in a summative grade of B+, three absences in a summative grade of B, etc.

Submitting Assignments:

Assignments are NEVER accepted via email.

Students will submit all assignments, unless otherwise designated, onto the Sakai site.

After logging into the site students should submit their assignments to their individual drop box that is viewable only by the student and the instructor and program director. All written documents should be written in Word and saved in .doc (not .docx) Students must save their Word document in the following format: *surname and assignment name #*

Ex: **Baryshnikov.readingresp1.doc**

In addition, documents uploaded to the course Sakai portal should be given a compatible display name in relation to the document being attached. Example:

File To Upload	<input type="button" value="Choose File"/> No file chosen
Display Name	<input type="text" value="Baryshnikov Reading Response 1"/> Add details for this item

Documents that are improperly attached will not be read or assessed.

Academic Integrity:

Students should be acquainted with the definitions and consequences of plagiarism and other academic violations: <http://academicintegrity.rutgers.edu/integrity.shtml>. Often the fine line between plagiarism and integrity is familiarizing your self with methods of citation and quotation. Hence it is highly recommended that students follow the APA style and formatting guide when preparing all written materials. Please refer to the EdM Student Guide for information on the APA Style Guide and helpful links.

Attire:

This class will primarily consist of discussions and dialogue. We may periodically move into the studio or computer lab to solve teaching problems. Hence, comfortable clothing is suggested. Please bring clothing that can be layered appropriately for coolness/warmth, as classroom temperatures can be unpredictable.

Classroom Community:

Members of the class community will be encouraged to move between multiple perspectives as they engage in activities during course sessions. This includes the perspectives of the child/teen, the teacher, the artist, the learner, the researcher, etc. Students will be encouraged to examine their perceptions of teaching and learning throughout the semester. Respect for the perspectives of all course members is a critical dynamic of the course. Students who challenge their peers' sense of integrity should also expect to be challenged publicly during class and toward the greater goal of uncovering educational biases and issues. *As we will be discussing sensitive issues in the Teaching Internship Seminar, it is imperative that confidential and delicate information and dialogue not persist outside of the class boundaries. It is wise to begin practicing diplomacy.*

Use of Technology:

Social cell phone use (speaking, texting, game apps, etc.) is not permitted during class. Ringers should be silenced. If you have dependents you may keep your cell phone with you in silent/vibrate mode. Laptops, tablets and other handheld devices such as smart phones, however, may be used to take class notes, but students should be prepared to relinquish privacy when asked to verify on-task class use. If English is your second language translating devices may be utilized. Students may NOT take photos or videotape during class.

Internship Advisement:

The GSE Teaching Internship Guide should be the first step in inquiring into the expectations, rules and protocols. After this, you have four resources for guidance: The cooperating teacher, your supervisor, Dr. Bashaw and Lisa Kruger. Use all four resources as is deemed appropriate for guiding your journey through the internship.

Professionalism:

The cooperating teacher and school administration is a critical network for you in seeking employment opportunities. It behooves you to develop a relationship of upmost professionalism as outlined in the GSE Teaching Internship Guide. One of your goals is to be able to warrant a letter of recommendation from your cooperating teacher, and to inspire school administrators to want to recommend you to colleagues seeking dance educators. Recommendations are by no means a privilege that results from having worked as a student teacher, they are earned.

Restrictions:

BFA/EdM students may participate in rehearsals for only one (1) concert piece in the fall semester. By no means should your performance responsibilities take precedence over your internship responsibilities. If your supervisor or cooperating teacher determines that your internship is in jeopardy you will be removed from concert works.

Accommodations:

Accommodating University Students with Disabilities - Statement from Rutgers Office of Compliance, Student Policy, Research and Assessment: Students with disabilities have the right to an accessible education, as mandated by both state and federal law. In order to obtain an accessible education, students with disabilities may require certain accommodations. It is the responsibility of this University to abide by all applicable state and federal laws, as well as its own policy of nondiscrimination against all individuals, including individuals with disabilities. Accommodations for each student will be determined on an individualized basis. Students with similar disabilities may not necessarily receive the same accommodations. There is no list of approved accommodations for any specific disability. All students seeking accommodation for a disability must complete the process of obtaining a determination of eligibility and a Letter of Accommodation listing approved accommodations before they should actually receive accommodations from faculty members. This process assists the University to make consistent, principled decisions with regard to student accommodations and provides guidance to students and faculty alike on the proper course of action with respect to disability accommodation.

Teaching Internship Seminar Start Up Check List:

- Joined the Student Teaching Share Site on Sakai and reviewed the NJPST and NDEO-PTSDA's.
- Acquired the Palmer book
- Purchased plan book
- Acquired a copy of the cooperating teacher(s) schedule
- Located and downloaded school district calendar and retrieve dates for back to school nights and parent-teacher conferences.
- Acquired binder/box for collecting materials from site for portfolio archive
- Acquired lesson plan format required by school leadership at school placement site
- Began process of seeking photo/video permissions at school placement site
- Determined the dictation app that will be used for the Daily Reflective Bites (DRB's)
- Determined the voice app I will use for Supervisory Updates
- Put important dates into my calendar and invited my cooperating teacher to special GSE and MGSA events
- Joined department Google Calendar

FALL 2011 CLASS CALENDAR (subject to change):

SEPT 1	FIRST CLASS Review Syllabus, Check Sheet, Assignments Discussion: How are students oriented in your placement sites? What's effective?
SEPT 8	NO CLASS – MONDAY SCHEDULE
SEPT 15	Plan Book share & Discuss School Culture Review Cooperating Teacher Interview Assignment – Why do it?
SEPT 22	Reflective Article 1 Due – Palmer Ch 1 – Select 1 segment W&N Ch 6 - Parent/Teacher Reflection draft due for peer review NJCCCS - Are they evident in your placement?
SEPT 29	Cooperating Teacher Interview Due Interview Share & Data Analysis Discuss RA1 - Palmer Ch 1 Responses Discuss how Palmer Ch 7 relates to interview data
OCT 6	DRB Due Multi-Sensory Share Due
OCT 13	Smith-Autard Revisited – Backward Design and Technology Resources
OCT 20	GSE Resume Workshop
OCT 27	Reflective Article 2 Due – Select Palmer Segment from Ch 2 – Culture of Fear Review Supervisory Packet Discuss Management Plan in relation to placement experience
NOV 3	Reflective Article 3 Due – Palmer Ch 5 – Select A, B, C, D or E Discuss RA 2 - Palmer Ch 2 responses
NOV 10	NO K-12 SCHOOL – Mason Gross Dance Teacher Advancement Workshops Internship Portfolio Archive Share
NOV 17	COLLEGE DANCE DAY EVENT /CLASS SESSION DURING DAY GSE Mock Interviews in PM Last day to submit Teacher/Student/Family Collaboration Paper
TUES NOV 22	THURSDAY CLASSES Discuss RA 3- Palmer Ch 5 Responses Conducting Video Evaluation of Teaching Marzano + Research Based Strategies Reflective Article 4 Due – Palmer Ch 6 <ul style="list-style-type: none"> - B.4 Make your own Critical moments time line based on your overall experience as a teaching intern so far – use your DRB to reflect - B.6 One paragraph reflection: “When I’m teaching at my best.”
NOV 24	THANKSGIVING – NO CLASS
DEC 1	DRB Due Classroom Management Plan Due (Classroom Org)
DEC 8	Last day to submit Supervisory Packet with Late Phase Lesson Plan Archive Celebration
DEC 15	Video Evaluation Shares
DEC 22	Video Evaluation Shares

An on-line Dance Department Google calendar with dance community events is available. Please email jevans@rci.rutgers.edu to be included.

Internship Seminar – Dance Education
Table of Learning Objectives and Evidence
2011

Learning Objectives	Evidence								
	GSE Expect	Archive	Journal	Family Collab	Super Packet	Video Eval	Coop Interview	Multi-Sensory	Mock Defenses
Analyze how dance educators and programs are situated within K-12 contexts and use this information to develop professional goals, envision future community building and expand teaching repertoire beyond studio-inherited practices.	5	✓	✓	✓	✓		✓		✓
Challenge the traditional dance meritocracy canon by developing and testing multi-sensory teaching methods and materials.	1,2,3	✓			✓			✓	
Discriminate between student-centered, teacher-centered and subject-centered approaches, recognize their preferences and work to conceptualize and expand teaching range (Palmer, 2007).	1,2,3	✓	✓	✓	✓	✓	✓		✓
Develop an understanding of the scope of K-12 students' capabilities, beliefs, needs, habits and misconceptions.	3	✓	✓	✓	✓			✓	
Evaluate the effectiveness of planning, instruction, assessment and management methods employed during the internship experience (Marzano, 2001).	4,5	✓	✓	✓	✓	✓	✓		
Develop a positive familiarity with reflecting on errors and mistakes as a method of setting professional goals and improving teaching performance (Lehrer, 2009).	4		✓			✓			✓
Think strategically about preparing for supervisory evaluations.	4, 5		✓		✓			✓	
Generate realistic idealism within the personal teaching philosophy.	All		✓	✓		✓	✓		✓
Synthesize educational issues, beliefs and topics on-demand/verbally and in writing.	4, 5			✓	✓				✓