

**Teaching Internship Seminar (Dance)**  
**15:255:536 (13)**  
**3 Credits**

**Thursdays, 4:30 – 7:30 PM**

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Office Hours: by appointment 109B Mortensen Hall 85 George Street, New Brunswick <a href="http://drbarbarabashaw.appointy.com/">http://drbarbarabashaw.appointy.com/</a>	Prerequisites or other limitations: A student should be in an EdM+Cert degree program in dance
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

**Learning Goals**

- 1. Artist-Teacher as a Community Member: Student Teachers will recognize their role as a community member in educational settings**
  - a) Know that diplomatic adjustments in his/her approach to a teaching context can be made through applying investigatory, analytical and reflective skills
  - b) Identify how educational beliefs impact classroom management principles and shape the learning context
  - c) Comprehend how dance education programs are situated within school communities and how this impacts the sustainability of the program and contributes to the school mission
- 2. Assessing Learning: Student Teachers will practice various forms of assessment and deepen insights about learning and learners**
  - a) Know how to implement assessment strategies in order to: obtain knowledge about learners, track learning and learner achievements, inform instructional and curricular decisions, and improve teaching approaches
  - b) Know how to apply technology to support the assessment process
  - c) Know why self-assessment of teaching skills is a critical resource for growth as a teaching expert
  - d) Apply findings from self-assessment to their teaching internship practice

### 3. Pedagogical Growth: Student Teachers will be introduced to teacher evaluation systems

- a) Integrate assessment, literacy connections and multi-modal materials into mid-phase unit and lesson design and implementation
- b) Understand the importance of strategic preparation for supervisory evaluation and know what and how to prepare for a successful teacher evaluation
- c) Ascertain his/her internship learning arc and devise professional development goals
- d) Recognize learners' families and the local community as a resource for supporting and improving learning
- e) Know and apply effective strategies for communication with students, families, colleagues and superiors

### Course Catalogue Description

The goal of the course is to support pre-service dance teachers as they learn to apply pedagogical skills during the student teaching experience. The course will focus on investigatory and reflective tasks aimed at situating the student teacher; guide the design, implementation and interpretation phases of learner assessment processes; integrate technology into assessment strategies; examine family relations and guide student teachers in developing, implementing and evaluating enhanced unit and lesson plans that incorporate multimodal materials. This course focuses on assisting the student teacher in preparing for the expectations of professional teaching in K-12 contexts with the focus on facilitating the teaching intern 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 candidacy for permanent teaching. See appendix for an outline of the teaching standards emphasized in this course.

### Class Materials:

Fey, J. (2010). *Dance units for middle school*. Champaign, IL: Human Kinetics.

Gibbons, E. (2007). *Teaching dance : The spectrum of styles*. Bloomington, IN: AuthorHouse.

Scheff, H., Sprague, M., & McGreevy-Nichols, S. (2005). *Experiencing dance: From student to dance artist*. Champaign, IL: Human Kinetics.

Weinstein, C. S., Novodvorski, I. (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.

### Grading and Activities

Your course final grade will be based on attendance, participation in discussions, reflection on teaching, lesson plans, quizzes and exams that you will design, video analysis of your lesson, a research project, and teaching portfolio. Each assignment can be improved, as many corrections as needed are encouraged. Note that I will not assign you a course grade before you submit all required portfolio items (teaching philosophy, classroom management plan, lesson and unit plan, and parent-teacher reflection).

<b>Learning Activity</b>	<b>Points</b>
Attendance and Participation in Discussions	100
Internship Tracking	50
Situating Activities	200
Collaborative Planning Activities	200
Assessment Tooling Activities	100
Artistry-Teaching Website Home Page	50
Teacher-Parent Reflection	100
Mid-Phase Unit and Lesson Plan/Principal Packet	200
<b>TOTAL</b>	<b>1000</b>

## **Rutgers Grading Schema:**

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		

## **Description of Learning Activities**

### **Attendance and Participation – 100 pt**

Activity during the course session will include dialogues, guided individual work, and collaborative problem solving. Your attendance and participation will be a basis for your 100 points of your course grade.

### **Internship Tracking – 50 pt**

As a teaching intern and junior faculty member, you will utilize various tools to track and document your teaching and learning progression this semester, including:

- Plan Book
- Internship Journal
- Reflective Bites – submitted to supervisor

### **Situating Activities: - 200 pt**

As a “guest” and new community member in your school, you will collect, analyze and triangulate a variety of data (guided observation, appraisals, rubric, interview, etc.) in order to develop different vantage points on your community. This will inform your decision-making about your role in supporting the community.

### **Collaborative Planning Activities – 200 pt**

As a candidate for NJ Teacher Certification, you will begin to orient around the new AchieveNJ teacher evaluation system. As a collaborative group, we will journey through the process of co-developing Student Growth Objectives using an incomplete “model” unit as a problem set for which a variety of potential pedagogical solutions will be developed. The tasks/experiences will also resource/inform student’s independent development of a mid-phase unit/lesson.

### **Assessment Tooling Activities – 100 pt**

As a future teacher you will be expected to integrate technology use into the instructional cycle (assessment, planning, implementing). We will explore several effective tools and you will then pilot these with your students [or other acquaintances depending on district protocols.]

## **Website Workshop – 50 pt**

As an Ed.M. Candidate you will be expected to produce a final Artistry-Teaching Portfolio for public display and interaction in May 2014. Successful alumni will be invited to join our class session to help launch our portfolios.

## **GSE Sakai Portfolio Assignments for Submission**

The following materials must be submitted to the GSE Teaching Portfolio at the end of the semester. You are expected to uphold academic integrity by making sure that you provide proper citations for all materials that you use in your lesson and unit plans. Course grade will not be released until all materials are submitted.

## **Parent-Teacher Reflection – 100 pt**

You will examine the teacher-family relations in your school site and read about and discuss the importance and methods for making family and community connections. All GSE students are required to submit a Parent-Teacher Reflection to the GSE Portfolio.

## **Mid-Phase Unit – 100 pt**

### **Mid-Phase Lesson Plan/Principal Packet – 100 pt**

During this project you will design a unit plan that you will teach later in the semester that includes one detailed lesson plan that you will implement during your principal supervision visit. Both the unit and lesson will require a number of supplementary materials aimed at enhancing literacy connections (Common Core Standards), rely on assessment tools and learner data and evidence multi-modal instructional materials.

#### Unit Plan:

In collaboration with your cooperating teacher, identify a unit of learning for at least one target class cohort in your school. The cooperating teacher may assign your topic and objectives, or you may propose a unit topic and objectives – please consult with your cooperating teacher for his/her preference.

- You will be expected to use your prior-knowledge of unit planning and the NJ template
- New Unit Components:
  - Measurable learning objectives
  - Screen Cast
  - Reading Packet

#### Lesson Plan:

Optimally your lesson will branch from your unit plan. You will be expected to use your prior-knowledge of lesson planning and the NJ template. As a future teacher you will be assessed on your teaching performance on an annual basis – multiple times per year depending on the state/district of employment. Hence the mid-phase lesson planning process and resultant principal observation/assessment is an authentic experience geared toward preparing you for assessment and tenure.

Pre-Planning Phase – You will hone the learning objectives, develop some ideas for activities and develop a rubric. You will then implement your rubric as a formative assessment prior to the lesson – collecting and then analyzing student data (removing any student identifying information such as names). You will then reflect on the data, adjust ideas for the lesson and write the lesson plan.

Approval Phase - You will submit your lesson for approval at least two (2) weeks prior to your principal supervisory observation. The lesson should be complete, include all the required components and be in “publishable” condition. However, you should anticipate revisions. You will not be permitted to proceed with your principal supervisory visit until your lesson is approved.

Scheduling Phase – You will set an observation date with the school principal. You will then submit your full Lesson Packet to the principal at least two (2) days prior to the observation date. You will determine the method you will use to videotape your lesson and make any plans for video recording.

Implementation Phase - You will implement your lesson while being observed by the school principal and while video recording yourself.

Assessment Phase - During or after the lesson, you will implement your lesson rubric and assess the students. You will then analyze and chart the data (removing any student identifying information such as names), compare it to the formative assessment and then reflect on lesson effectiveness.

Reflection/Evaluation Phase – You will evaluate the lesson, student learning and your teaching performance.

- New Lesson Criteria
  - Measurable Learning Objectives with cited DOK levels
  - Teaching Style Agility (Mosston/Gibbons)
  - Appendix A
    - Formative Student Assessment Examples
    - Formative Assessment Data Analysis
    - Homework Assignment Sheet incorporating 1 web tool (pre-impact)
    - 1-2 Interactive Charts (pre-impact)
  - Appendix B
    - Examples of Student Completed Homework Sheets with analysis/reflection
    - Completed Interactive Charts (photos accepted)
    - Summative Student Assessment Examples
    - Summative Assessment Data Analysis
    - Post-Impact Lesson and Assessment Reflection
  - Video File

### **Classroom Management Plan (Class Org)**

A reminder that the Classroom Management Plan will be submitted later in the semester for the Classroom Organization course and after completing several assignments that will be posted on the Classroom Org Sakai site.

### **EdM Program Assessment Rubric:**

Please refer to the **EdM Program Rubric** when working on 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 and impact your learning trajectory when you can not participate in class with insight. 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.

## **Attendance:**

Your enrollment in this class serves as a contract for your attendance. Attendance ensures the members of the course (students and instructor) that her/his efforts to be prepared for class will be matched and mutually met by all members. As such, the following attendance policies and procedures apply:

- Course members are allowed one (1) absence for illness or personal emergency. Additional unexcused (i.e., lacking medical justification and documentation) will result in a reduction of one grade increment based on the summative course grade. Ex: If summative course grade = A, the grade would be lowered to B+.
- Students who must be absent should attempt to deliver materials they have prepared for the class session to a peer or submit to their Sakai dropbox.
- Absent members should subsequently contact a peer (not the instructor) to debrief on the class session and gather any new materials
- In special cases (and at the discretion of the instructor), it might be possible to set up Skype attendance for students.
- If the instructor must be absent, he/she will attempt to provide alternate instructional methods such as a substitute teacher, instructions for a peer-facilitated session, an on-line session, a Skype session or an out-of-class assignment
- Absences on student presentation days, typically on the final days of the semester, are not permissible.

## **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.

## **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 as a PDF. Two naming procedures must be used when submitting documents:

1. Students should name their document using the following format: *surname and assignment name #*

Ex: *Baryshnikov.ReadingResponse1.pdf*

2. In addition, when uploading the PDF document to the course Sakai site you will be prompted to give a display name to your file. Please use the same name as the document name outlined in 1 above. Example:

File To Upload  No file chosen

Display Name  [Add details for this item](#)

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

## **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 without prior permission from the instructor. Class photos or videos should not be posted on-line or any social networking site.

## **Internship Advisement:**

**The GSE Teaching Internship Guide should be the first step in inquiring into the expectations, rules and protocols.**

After this, you have three resources for guidance: The cooperating teacher, your supervisor and BB. Access all three as is deemed appropriate for guiding your journey through the internship.

## **Attire:**

Use the school handbook as well as the directives of your cooperating teacher in terms of permissible attire while in the internship setting. Please consider that you want to be treated as a professional, junior faculty member, so attire that reflects this is recommended.

## **Health:**

Interns will come into constant contact with viruses while teaching. A flu shot is highly recommended. It is also recommended that interns shower in the evenings after school days and that interns keep a supply of Vitamin C or ColdCalm/Airborne or preferred remedies that reduce symptoms.

## **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. Recommendation letters are not an automatic privilege as a result of completing the internship, rather they are an earned accomplishment. If you are provided a recommendation letter you should in no way alter the letter without first seeking permission from referee.

## **BFA+EdM Student Restrictions:**

Although BFA+EdM students are now officially a GSE and not a Mason Gross student, the Department has extended the privilege of continued performance opportunities. BFA+EdM students may participate in rehearsals for only one (1) concert piece (student or faculty work) in the fall internship 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.

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## Teaching Internship Seminar Start Up Check List

- Joined the Dance Teaching Internship Sakai Site
  - Acquired the Fey (2010), Scheff, Sprague & McGreevy-Nichols (2004) and Gibbons (2007) books
  - Looked at the Helpful Books tab on Sakai
  - Purchased plan book
  - Packed my GSE Teaching Internship Guide for quick access while in school
  - Purchased health remedies and/or have a plan for preventing illness
  - Input important course dates into my calendar (calendar subject to change)
  - Recuperated from above by spinning around in the pre-autumn sunshine
  - Revisited my planning file on Evernote and began surfing around for new planning aids
  - Acquired a copy of my cooperating teacher(s) daily schedule
  - Located and downloaded school district calendar, and retrieved dates for back to school nights and parent-teacher conferences, student dance concerts, etc.
  - Obtained teacher and student handbooks and have reviewed all expectations
  - Acquired lesson plan format required by school leadership at school placement site
  - Located designated HIB and other support personnel in my school
  - Began process of seeking photo/video permissions at school placement site
  - Have been introduced to key personnel in the school (P, AP, Dept. Heads, Supervisors, Staff, Security, Custodial, Guidance)
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## Rubric for Self-Assessment of Teaching

B. Bashaw, Rutgers University, 2013 -- Adapted from E. Etkina, Rutgers University, 2013

Below is a list of abilities that you will need to develop during student teaching. You will select one or two to begin the semester with and then you will gradually work your way through each pedagogical skill. You will copy and paste a selected skill(s) into your teaching journal at the beginning of each week and reflect on your experience of working with the skill. You will also copy and paste the skill in to your Reflective Bites for your supervisor. Your cooperating teacher will be provided the rubric as well. You can use the rubrics below to plan your lessons and self-assess them.

Ability	N/A	Well developed 3	Working towards it 2	Missed opportunity 1
To start a lesson in an organized productive way		Students start working from the first second, everything is planned and no time is wasted.	The first seconds are spent unproductively but the lesson got on track within the first 3 min.	The beginning of the lesson did not lead to the organized, inspired work.
To create motivation for student learning		The content of the lesson is connected to students' lives, or there is an interesting question, or motivation is created based on student success, students understand why they are doing what they are doing.	There is some attempt to motivate students but many do not know why they are doing what they are doing.	Motivation is based on "need for the test" or is absent.
To keep track of what every student is doing		The teacher scans the classroom often and notices subtle details of student learning activities and behavior; most students participate in the lesson and move/speak.	The teacher follows most of the students but misses a few, the omissions do not lead to the disruption of the lesson.	The teacher does not notice a crucial moment/s that leads to the disruption of the whole lesson; few students participate.
To facilitate learning through style agility		The teacher effectively uses the Spectrum of Styles (Mosston/Gibbons) to facilitate the type of learning desired. He/she uses multiple styles during classes to enhance student learning and decision-making.	The teacher experiments with the Spectrum of Styles (Mosston/Gibbons), evaluates the outcomes and makes teaching revisions.	The teacher habitually works within one or two teaching styles.
To provide a "slanty rope" for different learning needs		Effectively prepares and delivers multiple student options for attaining dance learning objectives by providing simple-to-complex dance phrases or processes.	Prepares and experiments with the delivery of multiple options for attaining dance learning objectives. Reflects on results and revises approach.	The teacher does not yet prepare or deliver multiple learning options.
To apply safety measures and warm students up effectively for activity		The teacher is able to ascertain and address a wide variety of safety issues (facilities, social climate, physical, etc.) and uses accurate knowledge (Opp. to Learn Standards, HIB, anatomical, etc.) to promptly address issues. Activities are analyzed prior-to class to ascertain the components needed for effective physical preparation for activity.	The teacher is able to ascertain and address some safety issues on their own and is responsive to Cooperating Teacher feedback, working to increase their awareness of student safety needs. The teacher provides warm-up activity, but it is not yet always aligned to the activity to be implemented in the main portion of the lesson.	The teacher is not able to ascertain safety issues on their own yet and may not yet be responsive to Cooperating Teacher feedback about safety. Warm-up activity is either not planned/implemented or is too brief or haphazard so as to present safety issues.

To help students develop dance practice habits and practice strategies		A great deal of attention is given to building students' reservoir of practice habits while dancing or making dance: observing effectively, focusing on skill criteria, applying self-check, applying teacher/peer feedback, setting goals, employing a variety of practice strategies	Some attention is given to building students' practice habits and strategies but it is not yet systematic.	No attention is given yet to developing students' practice habits during class.
To enhance creative and artistic learning		Addresses students as creative individuals and young artists. Illuminates the interpretive role of the dancer/performer and the creative process of the choreographer. Scaffolds artistic learning through career, historical, societal or cultural inquiry.	Refers to students as "dancers" or "choreographers" for example, and attempts to reveal the artistic and creative nature of the dance experience. Reflects on attempts and works to improve his/her approach.	Refers to students as "kids," or "you guys" for example. Dance learning is yet approached primarily as physical skill acquisition (physical education) or movement ordering. Skills and processes are not yet connected to meaning-making, symbolic representation, social constructivism or toward the purposes of art-making.
To use learning materials strategically		Makes effective choices about how to integrate multi-modal learning materials into activities to help students deepen kinesthetic experience and organize their knowledge and ideas. Materials are well crafted.	Pilot tests the integration of multi-modal learning materials into activities and evaluates the pros/cons of their effectiveness for kinesthetic and cognitive learning. Materials are revised.	Implements the use of materials but is not yet evidencing critical thinking in the development or implementation of materials. Materials are haphazard in craftsmanship.
To organize whole class discussion effectively		The teacher guides the discussion but does not dominate it, the summary is clear, lots of student-student talk, pauses for the students to take notes, main points are summarized on the board.	The discussion is two way mostly teacher-student-teacher, all summaries are done by the teacher, no time to take notes, the board is sketchy.	The teacher talks most of the time, students respond yes or no, the board is not used, no time or attention to notes.
To organize group work effectively		Students are used to working in groups, they arrange quickly, the teacher moves among the groups and group assignments are open-ended enough to promote creative/fruitful work, white boards/chart paper/process sheet is used and all students participate; at the end there is a debriefing.	Students are used to working in groups but it takes some time to settle or group tasks are focused on one right answer, or white boards/chart paper/process sheet is not used productively, the teacher spends too much time with one group.	Students are not accustomed to working in groups, many do not participate, no debriefing, the teacher does not attend to all groups.
To manage time effectively		A productive <b>sense of urgency</b> is present, timing for activities is announced, the change of types of work occurs often but not too often.	The pace is either too slow or too fast.	The lesson drags.
To lead learning reflection effectively		All students participate, the learning reflection is focused on the important issues.	Few students participate, some comments are not useful.	Students reflect on non-important issues.

To assign homework effectively		The homework helps reinforce the past lesson or prepares for the future lesson, it is meaningful and instructions are clear.	The purpose of homework is unclear but the instructions are present.	No homework or no instructions.
To listen to the students		The teacher listens and responds to student comments productively.	The teacher listens but some responses are not productive.	Student comments are not noticed or are ignored.
To use technology		Technology is used strategically to enhance learning.	Technology is pilot tested and its application is evaluated for effectiveness and subsequently revised.	Does not attempt to incorporate technology.
To pose productive questions and to respond to students' questions		The questions are high level, responses to student questions are done through reflective toss technique, they lead to deep thinking, no wrong dance answers on the teacher's part.	The questions are mixed, students questions are answered directly, the teacher's dance knowledge is correct.	The questions are mostly yes/no, students' questions are ignored, or teacher's responses have incorrect dance concepts.
To encourage students to generate productive questions		There is a mechanism through which students learn to generate good questions, the teacher models how to ask good questions, the atmosphere in class is conducive to students asking questions.	Students questions are rare but are treated with respect	There are no student questions.
To generate explanations		Students are continuously encouraged to explain processes; students, (not the teacher) evaluate provided explanations, students are encouraged to argue their point of view and multiple points of view are tolerated as long as the explanations are logical; the explanations provided by the teacher contain accurate dance knowledge	Students sometimes are pressed for explanations but not always, the teacher evaluates explanations by saying good or ok, instead of tossing them back to students, the explanations provided by the teacher are ok but not very deep.	The teacher does not press for explanations, argumentation is not encouraged, the explanations provided by the teacher demonstrate that the student teacher needs to develop dance content knowledge.
To build the lesson on students' ideas		The lesson plan takes into account student ideas documented from formative assessment data and learned in course work and the lesson is continuously modified based on students' ideas emerging during the lesson	The lesson plan takes into account student ideas documented in formative assessment data and learned in course work but during the lesson students' ideas are largely go unnoticed	Students' ideas are not taken into account during the planning stage and are not used productively during the lesson.

## Course Calendar

9/5/13 Subject to Revision

- PTSDA – Professional Teaching Standards in Dance Arts, National Dance Education Organization (2005)
- NJ PTS – New Jersey Professional Teaching Standards
- NJCCCS – New Jersey Core Curriculum Content Standards, Visual & Performing Arts, Dance

Week	Date	Topic	Homework to be Completed After Class [Consult the Assignments Tab of the Course Sakai Site]	PTSDA	NJ PTS	NJCCCS Dance
1	9/5	Syllabus Review Situating Tasks Dance Assessment search	<ul style="list-style-type: none"> <li>• Upload Assess Portfolio to drop box</li> <li>• Set up plan book and journal</li> <li>• Do appraisals</li> </ul>			
2	9/12	Share NJCCCS Rubrics Reflect on Appraisals Authentic Rubric Wksp	<ul style="list-style-type: none"> <li>• Interview Coop</li> <li>• Design &amp; implement authentic rubric</li> </ul>	2, 4, 8	1, 5, 6	All
3	9/19	Share Auth Rubric data	<ul style="list-style-type: none"> <li>• Complete Mosston/Gibbons Re-Take</li> <li>• Do EBSAs</li> </ul>	2, 3, 4, 8	1, 2, 3, 5	Various
4	9/26	Share Mosston Re-Take Share Interviews and Co-EBSAs Plan Book & Journal Check In	<ul style="list-style-type: none"> <li>• Review Collab Planning</li> <li>• Devise 3 plie strategies</li> <li>• W&amp;N 11 (Discss)</li> <li>• Scheff et al.</li> <li>• Fey</li> </ul>	3, 5, 8	4, 5, 9, 10	n/a
5	10/3	Collab Planning Task <b>Achieve NJ Session w/Felice &amp; Cassie??</b>	<ul style="list-style-type: none"> <li>• W&amp;N 7 (Time)</li> <li>• Scheff et al.</li> <li>• Fey</li> </ul>	1, 2, 6, 8	1, 2, 3, 5, 9	1.3.5.A.4 1.3.8.A.3 1.3.12.A.3
6	10/10	Collab Planning Task	<ul style="list-style-type: none"> <li>• W&amp;N (Motivation)</li> <li>• Scheff et al.</li> <li>• Fey</li> </ul>	1, 2, 6, 8	1, 2, 3, 5, 9	1.3.5.A.4 1.3.8.A.3 1.3.12.A.3
7	10/17	Collab Planning Task	<ul style="list-style-type: none"> <li>• W&amp;N (Small Group Work)</li> <li>• Scheff et al.</li> <li>• Fey</li> </ul>	1, 2, 6, 8	1, 2, 3, 5, 9	1.3.5.A.4 1.3.8.A.3 1.3.12.A.3
8	10/24	NDEO Assessment Tools On-Line Tutorial Review Parent-Teacher Review Unit/Lesson	<ul style="list-style-type: none"> <li>• W&amp;N 6 (P/T)</li> <li>• Review P/T and U/L assignments</li> <li>• Set up P/T paper</li> <li>• Brainstorm Unit w/Coop</li> <li>• Devise prior-know tool</li> <li>• Scheff et al.</li> <li>• Fey</li> </ul>	5, 6	1, 2, 3, 5, 8, 9	1.3.8.A.4 1.3.12.A.4
9	10/31	Collab Planning Task Plan Book & Journal Check In	<ul style="list-style-type: none"> <li>• Implement prior-know tool</li> <li>• Draft Unit</li> </ul>	1, 2, 6, 8	1, 2, 3, 5, 9	1.3.8.A.4 1.3.12.A.4
10	11/7	Share Prior-Know data Unit & Lesson Wksp	<ul style="list-style-type: none"> <li>• TBA</li> </ul>	2, 8	1, 2, 3, 5	Various
11	11/14	Unit & Lesson Wksp	<ul style="list-style-type: none"> <li>• TBA</li> </ul>	1, 2, 3, 5, 7, 8	1, 2, 3, 4, 5, 6	Various
12	11/21	Unit & Lesson Wksp	<ul style="list-style-type: none"> <li>• Complete all assignments</li> </ul>	1, 2, 3, 5, 7, 8	1, 2, 3, 4, 5, 6	Various
13	11/26	Tuesday Class Website Workshop <b>Final submission date for all assignments</b>	<ul style="list-style-type: none"> <li>• Prepare presentation</li> </ul>	1, 2, 3, 5, 7, 8	1, 2, 3, 4, 5, 6	n/a
14	12/5	Unit & Lesson Share		1, 2, 3, 5, 7, 8	1, 2, 3, 4, 5, 6	Various
15	12/12	Unit & Lesson Share		1, 2, 3, 5, 7, 8	1, 2, 3, 4, 5, 6	Various

