

Teaching Internship Seminar (Dance)

15:255:536 (13) - 3 Credits

FALL 2014

Thursdays, 4:30 – 7:30 PM

207 Hickman Hall

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Office Hours: by appointment 109B Mortensen Hall 85 George Street, New Brunswick http://drbarbarabashaw.appointy.com/	Prerequisites or other limitations: Students should be enrolled in the EdM+Cert degree program in dance (207T or 207C) and have completed the first-year sequence of courses.
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

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Learning Objectives

1. **Artist-Teacher as a Community Member: Student Teachers will recognize their role as a community member within the partner school**
 - a) Apply investigatory, analytical and reflective skills in order to understand the perspective of the school community (students, families, cooperating teacher, administration) in order to make diplomatic adjustments in his/her approach to a teaching context
 - b) Analyze how educational beliefs impact classroom management principles and shape the learning context
 - c) Analyze how classroom management strategies shape the learning environment
 - d) Analyze how dance education programs are situated within school communities and how this impacts the sustainability of the program and contributes to the school mission
 - e) Recognize learners' families and the local community as a resource for supporting and improving learning
 - f) Know and apply effective strategies for communication with students, families, colleagues and superiors

2. **Assessing Learning: Student Teachers will devise, practice and revise assessment tools and procedures in order to create insights about learning and learners**
 - a) Design and critique assessment tools
 - b) Plan, implement and critique assessment procedures
 - c) Collect, organize and analyze data in order to: gain insights about learners, track learning, inform instructional and curricular decisions, and improve teaching approaches
 - d) Report data using descriptive language and visuals (tables/graphs)
 - e) Apply technology to support the assessment and instruction processes

3. **Develop Professional Practices: Student Teachers will strategize, self-assess and reflect in order to develop professional practices**
 - a) Understand the importance of strategic preparation for supervisory evaluation and know what and how to prepare for successful teacher evaluations
 - b) Self-assess teaching skills and comprehend how this process/data is a critical resource for professional growth
 - c) Apply findings from self-assessments to instruction and overall teaching practices
 - d) Ascertain his/her internship learning arc and devise professional development goals

Standards Emphasized*

New Jersey Professional Teaching Standards (2014)

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Assessment
5. Professional Learning

Council for the Accreditation of Educator Preparation Standard 1: Content and Pedagogical Knowledge

- 1.1 Demonstrate an understanding of the 10 InTASC Standards (11 NJPTS)
- 1.2 Use research and assessment to develop an understanding of the profession and students
- 1.3 Apply rigorous college- and career-ready standards
- 1.4 Apply technology to instruction and professional practice

* Refer to tables on last pages for detailed view

Course Catalogue Description

Examines actual internship situations, provides for specific application of strategies learned in prior coursework, and explores internship-related problems for individual research projects. **Prerequisites: Admission to the graduate teacher certification program, completion of all preparatory coursework (preparatory coursework varies by program; student must confer with program adviser). Corequisite: 15:255:535.**

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

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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.

Class Materials (New):

Dodge, J. (2009). *25 quick formative assessments for a differentiated classroom*. New York: Scholastic. (\$14 Kindle)

Edwards, J. (2014). *Time to teach: How do I get organized and work smarter?* Alexandria, VA: ASCD. (\$7 ebook PDF)

Mazzone, M. and Miglionico, B. (2014). *Stress-busting strategies for teachers: How do I manage the pressures of teaching?* Alexandria, VA: ASCD. (\$7 ebook PDF)

Mendler, A. (2014). *The resilient teacher: How do I stay positive when dealing with difficult people and policies*. Alexandria, VA: ASCD. (\$7 ebook PDF)

Class Materials (Re-Cycled):

Brookhart, S. (2013). *How to create and use rubrics for formative assessment and grading*. Alexandria, VA: ASCD.

Danielson Group (2011). [*The Danielson Framework*](#)

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

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

Jensen, E. (2005). *Teaching with the brain in mind*. Alexandria, VA: ASCD

McCutchen, B. (2006). *Teaching dance as art in education*. Champaign, IL: Human Kinetics.

Popham, J. (2014) (7th Ed.). *Classroom assessment: What teachers need to know*. Upper Saddle River, NJ: Pearson.

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

Smith-Autard, J. (2002). *The art of teaching dance in education*. London: A. & C. Black

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, preparation and participation in class discussions, assignments, supervisory preparation and reflection, a Lesson Plan/Principal Packet and video, a unit plan revision and a Parent-Teacher Reflection. Note that I will not assign you a course grade before you submit all required portfolio items (classroom management plan, lesson and unit plan, and parent-teacher reflection).

Learning Activity	Points
Assignments	310
Supervisory Prep & Response	90
Lesson Plan/Principal Packet	400
Unit Plan Revision	100
Parent-Teacher Reflection	<u>100</u>
TOTAL	1000

GSE/Rutgers Grading Schema:

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

Descriptions of Learning Activities

Assignments – 310 pt

Various assignments will be assigned pre-impact/prior to the class session (in order to prepare) or post-impact/after the class session (in order to reinforce/reflect). Students should plan for up to nine (9) hours of homework each week in addition to tasks assigned by the cooperating teacher. Assignments will include investigations, reports, plan-book check-ins and reading responses, etc.

Supervisory Preparation & Responses – 90 pt (6 x 15 pt)

You will be observed/evaluated a total of seven (7) times by your Rutgers Supervisor. For six (6) of these visits you are required to submit the following:

- A pre-visitation updates at least 2 days before a supervisory visit (5pt) (a total of six for the semester)
- A lesson outline (5 pt) (using the template required in your placement school) at least 2 days before a supervisory visit (must include learning objectives) (a total of six for the semester)
- A post-conference reflection (5 pt) (a total of six for the semester)

One of your seven Rutgers Supervisor observations will coincide with the Principal observation/evaluation and the required Lesson Plan/Principal Packet, therefore you do NOT need to submit the above materials for this observation. Instead, you will submit the Lesson Plan/Principal Packet and the video of the lesson to your Rutgers Supervisor for evaluation. This typically happens during the sixth or seventh visit of the semester. Assignment specifics will be provided.

Mid-Phase Lesson Plan/Principal Packet Project – 400 pt

As a future teacher you will be assessed by your principal or another school leader on your teaching performance on an annual basis, multiple times per year, the quantity depending on the state/district of employment. Hence the Mid-Phase Lesson Plan/Principal Packet Project is an authentic process geared toward preparing you for your annual teacher evaluations and eventual success with the teacher tenure process.

The Mid-Phase Lesson Plan/Principal Packet Project is the major project of the semester and a critical teaching portfolio item that you will be providing when interviewing for potential teaching positions. Therefore, we will designate multiple class sessions to develop it across the semester. The project is organized in eight distinct phases (see below) that are comprised of multiple tasks and will involve particular sets of problems the dance faculty have devised for you to solve as a graduate student and pre-service teacher. Assignment specifics will be provided.

1. Pre-Planning Phase - Determine learning objectives, conduct prior-learning assessments
2. Manuscript Phase – Prepare and peer-review your Lesson Plan/Principal Packet
3. Approval Phase – Submit your Lesson Plan/Principal Packet to Dr. Bashaw and your Rutgers Supervisor for review and approval
4. School Submission Phase – Submit your Lesson Plan/Principal Packet to your principal
5. Implementation, Video Documentation and Principal Evaluation Phase – Implement the lesson plan while being evaluated by your principal, recording it on video.
6. Assessment Analysis Phase – Analyze the various forms of required assessment data you collected for the project
7. Self-Evaluation Phase – Self-assess your teaching strengths and areas for improvement
8. Portfolio Submission Phase – Submit the Lesson Plan/Principal Packet to the [GSE ePortfolio](#) along with required assessment reports and selected student data.

Mid-Phase Unit Revision – 100 pt

For this brief project you will imagine what it would be like to situate a previously designed learning unit based on the reality of the context you are teaching in. Given that the unit you designed last semester is “idealistic” in nature, you will problem solve to make it “realistic” in nature based on the information you collect about your school community (aka: demographics, local cultural traditions, school resources, community resources, family connections, students’ interests, students’ zone of proximal development). Assignment specifics will be provided.

You are NOT required to implement the unit, but are free to negotiate to do so with your cooperating teacher. [All GSE students are required to submit a Parent-Teacher Reflection to the Mid-Phase GSE ePortfolio.](#)

Parent-Teacher Reflection – 100 pt

Throughout the semester you will independently examine the teacher-family relations in your school site. Through project guidance, several readings and practicing student interviews/conferences and parent-teacher conferences, you will examine the importance of family and community connections. Assignment specifics will be provided.

[All GSE students are required to submit a Parent-Teacher Reflection to the Mid-Phase GSE ePortfolio.](#)

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 who rely on timely submissions to keep operations running smoothly. Late assignments will not be accepted. If you need an extension on an assignment, please request it *in writing*, briefly explaining your situation, mitigating circumstance or hardship. Please do this in advance when feasible. The validity of the request will be considered, along with my availability to spend the extra time required to assess your late work. Your extension will either be accepted or refused. In order to be equitable to course peers who complete assignments on time, extended assignments will be reduced by one grade increment for each week of lateness.

If you are finding it difficult to keep up with student teaching tasks and course work in general, please consult Edwards (2014) in the reading list. If you suspect you have a learning disability (ex: dyslexia, ADHD, visual/auditory processing, etc.), please review the Accommodations section at the end of the syllabus.

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:

This course meets for 15 weeks. Your enrollment in this class serves as a contract for your attendance. Attendance ensures the members of the course (students and instructor) that his/her 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 expected to attend all class sessions.
- Students may request an absence in writing (and in advance when feasible). The grounds for accepted absences include:
 - Illness requiring medical attention (a doctor's script is required)
 - Curricular or extra curricular activity pre-approved by the professor
 - Personal obligations claimed by the student and pre-approved by the professor
 - Recognized religious holidays with prior-notice to the professor
- One absence (no grade change), two absences (reduction of course grade by ½ grade), three absences (reduction of course grade by 1 grade), four absences (failing grade)
- Students who must be absent should attempt to deliver materials they have prepared for the class session to a peer and/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 who can not meet in person
- In the case of severe inclement weather, we will typically make arrangements for an on-line class session or at-home tasks for completion
- 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 or nor normally excused unless severe hardship is documented.***

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.

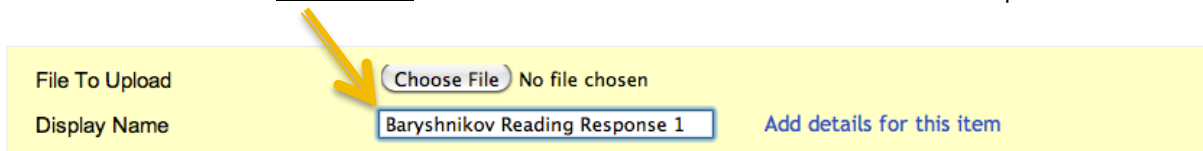
Students will submit all assignments, unless otherwise designated, onto the Sakai site.

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	<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.

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 Rutgers Supervisor and Dr. Bashaw.

Attire:

Use the **GSE Teaching Internship Guide**, your school's 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 and junior faculty member. Therefore your attire should reflect this status.

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. Interns are also advised that lice prefer clean, loose hair. Therefore consider the professional dancer tradition of greasy hair, pulled back into a bun, for prevention. Out breaks of bedbugs are possible and it is recommended that you keep your clothing and personal items in a faculty locker or office and avoid putting cover-ups on the studio floor.

Diplomacy:

The cooperating teacher and school administration is a critical network for you in seeking employment opportunities. It behooves you to develop a relationship of utmost diplomacy 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 respond with a written note of thanks and in no way should alter the letter without first seeking permission from referee.

BFA+EdM Student Restrictions:

Although BFA+EdM students are now officially GSE and not Mason Gross students, the Dance 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 rehearsals and works.

Accommodations:

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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 Teaching Internship Seminar Sakai Site
- Located/Acquired course texts
- Purchased a Teacher's Plan Book (These are available in the school supply section of Staples and in teacher supply stores such as Lakeshore Learning)
- Packed a hard-copy of the GSE Teaching Internship Guide for quick access during the school day
- Purchased health remedies and/or have a plan for preventing illness (flu shot, etc.)
- Input important course dates into my calendar (calendar subject to change)
- Acquired a copy of cooperating teacher(s) daily schedule
- Located and downloaded school district calendar, and retrieved dates for back to school nights, parent-teacher conferences, student dance concerts, etc.
- Obtained the teacher and student handbooks from the placement school and have reviewed all expectations
- Acquired lesson plan format required by school leadership at school placement site
- Located designated HIB personnel in the school
- Have been introduced to key personnel in the school (P, AP, Dept. Heads, Supervisors, Staff, Security, Custodial, Guidance)
- Collaborated with my cooperating teacher to potentially add questions to a student survey that can be implemented in the first few weeks of school and that would give me important information about students demographics, family, interests, and prior-experience with dance.
- Began collaborating with the cooperating teacher to obtain **photo/video permissions** for at least one designated class of students at school placement site (In November, this will be the class the principal will observe you teaching. You must video record this lesson).
- Recuperated from above by spinning around in the pre-autumn sunshine

Course Calendar

9/4/14 Subject to Revision

- PTSDA – Professional Teaching Standards in Dance Arts, National Dance Education Organization (2011)
- NJ PTS – New Jersey Professional Teaching Standards (2014)
- Danielson – Danielson Framework (2013)
- NJCCCS – New Jersey Core Curriculum Content Standards, Visual & Performing Arts, Dance (2009)
- NCAS – National Core Arts Standards – Dance (2014)

Week	Date	Topic (Homework Posted on Sakai)	NDEO PTSDA	NJ PTS	Danielson	NJCCCS	NCAS
1	9/4	<ul style="list-style-type: none"> • Syllabus Review • Getting Situated in the Placement • Supervisory Preparation • Dance Day 					
2	9/11	<ul style="list-style-type: none"> • Coop Teach Interview & EBSA • Parent-Teacher Reflection Prep • Classroom Management Investigation 1: (Knowing Students & Motivation) • Classroom Management Investigation 2 (Space/Safety & Rules/Procedures) • 	II, IV, VI, VII	1, 2, 3, 9, 10	1 and 2	Dance 1-4	Cr, Pr, Re, Cn
3	9/18	<ul style="list-style-type: none"> • Plan Book & Journal Check In • EBSA Learning Reflection • Lesson Plan Prep 1 • 	I, VI, V, VIII	1, 3, 4	1	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
4	9/25	<ul style="list-style-type: none"> • Lesson Prep 2 • Classroom Management Investigation 3 (Time & Groups) • 	III, IV, V	1, 2, 3	1 and 2	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
5	10/2	<ul style="list-style-type: none"> • Lesson Plan Prep 3 • Lesson 9 & 10 of Class Org Due 	III, V, VIII	4, 5, 6	1 and 3	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
6	10/9	<ul style="list-style-type: none"> • Unit Plan Project Review • Unit Plan Workshop 	II, III, V, VIII	1, 2, 4, 5, 6	1	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
7	10/16	<ul style="list-style-type: none"> • Lesson Plan Prep 4 • Classroom Management Plan Due in Class Org Drop Box 	V, VIII	6, 7, 8	1 and 3	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
8	10/23	<ul style="list-style-type: none"> • Lesson Plan Prep 5 	V, VIII	6, 7, 8	1 and 3	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
9	10/30	<ul style="list-style-type: none"> • Plan Book & Journal Check In • Lesson Plan Prep 6 • Unit Revision Due 	V, VIII	6, 7, 8	1 and 3	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
10	11/6	<ul style="list-style-type: none"> • NDEO • Peer-Assisted Lesson Strategizing 	VI, VIII	9, 10	1 and 4		

11	11/13	<ul style="list-style-type: none"> Lesson Plan Prep 7 Parent-Teacher Reflection Due 	V, VI, VIII	6, 7, 8, 11	1, 2, 3	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
12	11/20	<ul style="list-style-type: none"> Lesson Plan Prep 8 	V, VI, VIII	6, 7, 8, 11	1, 2, 3	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
13	11/25	<ul style="list-style-type: none"> Tuesday Class Preparing the Placement Share Reciprocity Plan Closure Plans Summer Scholarships Summer Job Application Winter Break Tasks 	VI, VII	9, 10	4		
14	12/4	<ul style="list-style-type: none"> Placement Share 	VI, VII, VIII	9, 10	4	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn
15	12/11	<ul style="list-style-type: none"> Placement Share Last Day to Submit the Final Lesson Plan/Principal Packet Project & Video Last Day to Submit 6 Supervisory Updates/Reflections 	VI, VII, VIII	9, 10	4	Dance 1-4 21C Life Common Core	Cr, Pr, Re, Cn

STANDARDS AND FRAMEWORKS REFERENCE:

<p>NDEO Professional Teaching Standards in Dance Arts (2011)</p> <p>Standard I: Goals and Purposes of Dance Arts Education Standard II: Knowledge About Students Standard III: Standards and Curriculum: Skills and Knowledge of Dance Arts Standard IV: Learning Environments Standard V: Instructional Resources and Strategies Standard VI: Collaboration with Colleagues to Advance the Field of Dance Arts Education Standard VII: Integrating State and Community Resources to Support and Enhance the Dance Program Standard VIII: Reflective Practice: Assessment, Evaluation and Research</p>	<p>New Jersey Core Curriculum Content Standards – Dance (2009)</p> <ol style="list-style-type: none"> 1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses & Critique Methodologies <p>National Core Arts Standards – Dance (2014)</p> <ol style="list-style-type: none"> 1. Creating 2. Performing 3. Responding 4. Connecting
<p>New Jersey Professional Teaching Standards (2014)</p> <ol style="list-style-type: none"> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice 	<p>Danielson Framework (2013)</p> <p>Domain 1: Planning and Preparation Domain 2: Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities</p>