

The Teaching Professional
Kinetic Connections: Integrating Classroom Curricula
with Creative Dance in the K-4 Community
15:255:539, Section 80 - 3 Credits
SPRING 2016

Kinetic Connections

Integrating ELA, Math, Science, and Social Studies with Creative Dance in the K-5 Community

<p>Instructors:</p> <p>Barbara Bashaw, Ed.D., CMA Barbara.basahw@rutgers.edu Phone Number: 848-932-1413</p> <p>Michele Stevens, Ed.M. mstevens@franklinboe.org</p>	<p>Tuesdays = Lab, 3:30 – 5:50 PM</p> <p>Wednesdays = Class, 3:30 – 5:50 PM</p> <p>See attached calendar.</p>
<p>Lab Locations:</p> <p>Lab 1 = Conerly Road School – Art Room Lab 2 = Rutgers Library (or choice location) Lab 3 = Assigned School Lab 4 & 5 = Rutgers Library (or choice location) Lab 6 – 14 = Assigned School</p>	<p>Class Location:</p> <p>Conerly Road School (Library) 35 Conerly Road Somerset, New Jersey http://www.franklinboe.org/crs</p> <p>Parking on street: Conerly Road or Drake Road</p>
<p>Office Hours: by appointment 109B Mortensen Hall 85 George Street, New Brunswick http://drbarbarabashaw.appointy.com/</p>	<p>Prerequisites or other limitations: Students must have completed a fall internship.</p>
<p>Mode of Instruction:</p> <p><input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other</p>	<p>Permission required:</p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p> <p>Contact Ken Tufo for a special permission number: http://search.rutgers.edu/people.html?q=ken%20Tufo</p>
<p>Course Sakai Site This course is linked to a Sakai online course shell. You are responsible for the material included in the course shell. If you cannot access your course online after the first day of class, please contact the Helpdesk before you contact your instructor contact the Sakai Help Desk Phone: 848.445.8721 (Monday through Friday, 8:00AM-6:00PM) Email: sakai@rutgers.edu</p>	

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. Students will be able to analyze integrated/interdisciplinary curricula as it pertains to creative dance. (Danielson 1)
 - a. Cross-compare congruent, integrated and interdisciplinary methods.
 - b. Differentiate creative dance methods as compared to dance training methods.
 - c. Organize the elements of dance (body, effort, space, time, shape, relationship) so as to connect to classroom curricula.
 - d. Demonstrate creative dance methods as integrated with classroom curricula.
2. Students will collaborate in teams to implement an integrated/interdisciplinary push-in program in a K-4 after-school community. (Danielson 2 and 3)
 - a. Identify how K-4 learning standards in dance, classroom curricula and 21st Century Skills scaffold integrated/interdisciplinary learning.
 - b. Investigate a specific K-4 after-school community for the purpose of developing situated programming and learning plans.
 - c. Design and implement integrated/interdisciplinary lesson plans that link creative dance to classroom curricula.
 - d. Reflect on and revise instruction.
 - e. Demonstrate accountability, diplomacy and a collaborative demeanor while working as an effective team member.
 - f. Understand how to organize and assess productive group work.
3. Students will demonstrate leadership skills in implementing a K-4 after-school push-in program. (Danielson 4)
 - a. Identify how collaboration and integrated/interdisciplinary teaching relates to the New Jersey Professional Teaching Standards.
 - b. Distinguish how collaboration and integrated/interdisciplinary and team teaching strengthens teacher evaluations.
 - c. Demonstrate pro-activity and accountability to a K-4 after-school community, including the supervisor, staff members, team-colleague, children and their parents.
 - d. Ascertain how national and local school laws interface with a teacher's leadership responsibilities in schools and school programs.
 - e. Understand the importance of professional development and serving as a teacher-leader in their future school communities.

Standards Emphasized

See page 17.

Course Catalogue Description

During this course dance education students will plan integrated creative dance lessons based on K-5 classroom curricular topics. Creative dance is a method of teaching and learning that harnesses individuals' innate movement potential; as such it is inclusive in nature. This method encourages children to explore their own ideas as well as to compose their own dances using everyday movements. Because creative dance focuses on movement concepts such as shape, space, time and relationship, it is easily integrated with concepts from ELA, math, science and social studies. Students in this course will learn the processes and skills for creating interdisciplinary connections between K-4 classroom curricula and dance/movement.

Lessons planned in this course will be implemented in several, local after-school programs in the Franklin (Somerset, NJ) school district where students will take responsibility for networking with the district arts supervisor and after-school program supervisors to craft individualized and integrated curriculum situated to the particular context and needs of partner after-school programs. Students will also complete the school law module and reflect on ethical issues and how they intersect with providing community programs to schools. Possible lesson projects might include:

ELA: Alphabet Action Alliteration Exploration Dance Haiku Punctuation Station	Science: Magnetic Duo Molecules in Motion Solar System Ensemble Water Cycle Dance
Math: Equation Creation Geometry Jungle Measured Movement Probability Dance	Social Studies: Discrimination – Room to Move Dance Expedition Occupations Contra Dance We the People Tableaux

(Overby, Post & Newman, 2005; Green-Gilbert, 1977)

Required Course Materials

- ❖ Overby, L. Y., Post, B. C., & Newman, D. (2005). *Interdisciplinary learning through dance: 101 moventures*. (Includes DVDs) Champaign, IL: Human Kinetics. \$65 at Human Kinetics <http://www.humankinetics.com/products/all-products/interdisciplinary-learning-through-dance>
- ❖ Hand Drum. Suggested: Basic Beat 8" Single Hand Drum, \$29.95 on Amazon: http://smile.amazon.com/gp/product/B0002GVCX6?keywords=single%20basic%20beat%20hand%20drum&qid=1445698738&ref=sr_1_1&sr=8-1
- ❖ Boom Box or Portable Speaker w/ iPod Hook up (for Lab Lessons starting week 6)

- ❖ Danielson Framework for Teaching: <https://www.danielsongroup.org/framework/>
- ❖ Franklin District Curriculum Map: <https://franklinboe-public.rubiconatlas.org/Atlas/Public/View/Default>
- ❖ National Core Arts Standards: <http://www.nationalartsstandards.org/>
- ❖ New Jersey Common Core Curriculum Standards: <http://www.state.nj.us/education/cccs/>

Course Bibliography/Additional Resources

Additional readings will be provided from the some of the following resources:

- Altman, R. (2000). *Jump, wiggle, twirl and giggle: 25 easy and irresistible movement activities that teach early concepts and connect with your favorite themes*. New York, NY: Scholastic.
- Anderson, A. (2015) *Arts integration and special education: An inclusive theory of action for student engagement*. New York: Routledge.
- Booth, E. (2009). *The music teaching artist's bible: Becoming a virtuoso educator*. New York: Oxford University Press.
- Brehm, M. A., & McNett, L. (2008). *Creative dance for learning: The kinesthetic link*. Boston: McGraw-Hill.
- Brookhart, S. (2013). *Grading and group work: How do I assess individual learning when students work together?*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Carline, S. (2011). *Lesson plans for creative dance connecting with literature, arts, and music*. Champaign, IL: Human Kinetics.
- Cone. T. (1998). *Interdisciplinary teaching through physical education*. Champaign, IL: Human Kinetics.
- Cornett, C. E. (1999). *The arts as meaning makers : Integrating literature and the arts throughout the curriculum*. Upper Saddle River, N.J.: Merrill.
- Dunkin, A. (2006). *Dancing in your school: A guide for preschool and elementary school teachers*. Hightstown, NJ: Princeton Book Co.
- Frey, N., Fisher, D., & Everlove, S. (2009). *Productive group work: How to engage students, build teamwork and promote understanding*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Gilbert, A. G. (1977). *Teaching the three Rs through movement experiences: A handbook for teachers*. Minneapolis: Burgess Pub. Co.
- Gilbert, A. G., Gilbert, B. A., & Rossano, A. (2006). *Brain-compatible dance education*. Reston, VA: National Dance Association.
- Gilbert, A. G., & National Dance Association. (1992). *Creative dance for all ages: A conceptual approach*. Reston, Va: American Alliance for Health, Physical Education, Recreation, and Dance.

- Griss, S. (1998). *Minds in motion: A kinesthetic approach to teaching elementary curriculum*. Portsmouth, NH: Heinemann.
- Hanna, J. L. (2015). *Dancing to learn: The brains' cognition, emotion and movement*. New York, NY: Rowman & Littlefield.
- Hayes-Jacobs, H. (1989). *Interdisciplinary curriculum: design and implementation*. Alexandria, VA: ASCD.
- Jensen, E. (2005). *Teaching with the brain in mind*. (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Kagan, S., & Kagan, M. (Eds.). (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
- Landalf, H. (1996). *Movement stories for young children: Ages 3-6*. Hanover, NH: Smith & Kraus Pub Inc.
- Landalf, H. (1997). *Moving the earth: Teaching earth science through movement for grades 3-6*. Hanover, NJ: Smith & Kraus Pub Inc.
- Landalf, H. (1998). *Moving is relating: Developing interpersonal skills through movement*. Hanover, NH: Smith & Kraus Pub Inc.
- Levien, J. (1994). *Duncan dance: a guide for young people ages six to sixteen*. Pennington, NJ: Princeton Book Co.
- Lynch-Fraser, D. (2013). *Playdancing: discovering and developing creativity in young children*. Pennington, NJ: Princeton Book Co.
- McDonald, N. 1. (2010). *Handbook for K-8 arts integration : Purposeful planning across the curriculum*. Boston, Mass.: Pearson/Allyn & Bacon.
- Popham, J. (2014). *Classroom assessment: What teachers need to know (7th ed.)*. New York, NY: Pearson.
- Rowan, B. (1994). *Dance and grow: developmental dance activities for three through eight year-olds*. Pennington, NJ: Princeton Book Co.
- Sprague, M., Scheff, H., & McGreevy-Nichols, S. (2006). *Dance about anything*. Champaign, IL: Human Kinetics.
- Strandbert, J. & Adams, C. (1997). *Dancing through the curriculum: A guide to dance videotapes curated and designed to enrich the school curriculum, a handbook for K-12 teachers, parents and dance educators*. Providence, RI: JayEss Press.
- *Weinstein, C. S., & Mignano, A. J. (2007). *Elementary classroom management : Lessons from research and practice (4th ed.)*. Boston: McGraw-Hill.
- OR
- *Weinstein, C. S., Weinstein, C. S. S. c., & Management. (2007). *Middle and secondary classroom management: Lessons from research and practice (3rd ed.)*. Boston: McGraw-Hill.
- Zakkai, J. (1997). *Dance as a way of knowing*. New York, NY: Stenhouse Publishers for The Galef Institute.

Grading and Activities

Interdisciplinary Assignments	400 pt
Team Process Reflections (Total of 4)	200 pt
Community Project Share	400 pt

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

Interdisciplinary Assignments 400 pt

Students will be completing a variety of formative learning tasks and assignments aimed toward building interdisciplinary teaching capacity. Tasks will include reading responses, video viewing responses, investigation activities, a parent welcome letter, a parent newsletter and instructional planning tasks. Students will also complete a school law module and reflecting on how it relates to the lab and service they are providing to community after-school programs. Assignments may be pre-impact (preparations for participating in the class) or post-impact (aiding with extending or deepening learning in the course content). Each assignment will accrue points. Not all assignments will receive individual feedback. In some cases, generalized feedback will be given to the class as a whole. It is important that all assignments be completed with quality in mind – as if you were submitting it to a principal, work colleague, parent or student. Furthermore, you may want to eventually “publish” your assignments in your web-portfolio.

Team Process Reflections 200 pt

Students will be co-planning and teaching in interdisciplinary teams in after-school programs. As such accountability to the team will be paramount to success in this course and during community service. Because we understand that it is difficult to find time to collaborate outside of class/lab times, we have built team collaboration time into the lab/class schedule. On occasion you may need to contact your team members to finalize some details outside of class. Because of the necessity for collaboration, during the course we will read and discuss team-work methods and group grading processes that will be used within our course community and also in the after-school communities in which we will be teaching. At four different junctures in the semester students will submit four formative self- and team-assessment reflections pertaining to their team process.

Community Project Share 400 pt

Teams will give a summative share of their work in their after-school community. Up to 60 minutes will be provided for each team to model teach, display materials and discuss their reflections of their community service teaching experiences. An assignment description will be provided.

If you want extra help on any of your assignments, it is your responsibility to make an appointment with one or both professors.

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 and will be marked as zero (0). If you need an extension on an assignment, please request it ***in writing via email***, briefly explaining your situation, mitigating circumstance or hardship. A request for an extension must be completed in advance unless it is not feasible due to an emergency. The validity of the request will be considered along with instructor 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, J. (2014). *Time to teach: How do I get organized and work smarter?* Alexandria, VA: ASCD. (Available on our course Book Shelf in Sakai). 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.

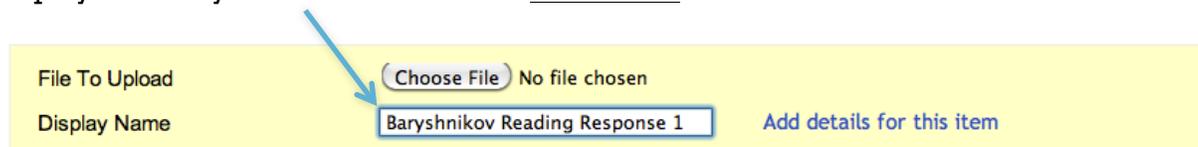
Students will submit all assignments, unless otherwise designated, onto the Sakai site.

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.

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 online or any social networking site.

Attire:

Please consider that you want to be treated as a professional, therefore your attire should reflect this status. You may wear active wear for the lab sessions, but keep in mind you are teaching young children and should be dressed appropriately. Please refer to the GSE Teaching Internship Guide.

Diplomacy & Critical Dispositions:

Students will be networking with after-school supervisors, staff, team-colleagues, children and their parents. It behooves students to develop a relationship of upmost diplomacy as previously outlined in the GSE Teaching Internship Guide. One of your goals is to be able inspire school administrators to want to recommend you to colleagues. Furthermore, students will be referring to the Critical Dispositions check sheet to align their social skills to the New Jersey Professional Teaching Standards (2014).

Accommodations:

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>.

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.

STANDARDS AND FRAMEWORKS:

EMPHASIZED = YELLOW

EMPLOYED = BLUE

<p>NDEO Professional Teaching Standards in Dance Arts (2011)</p> <p>I: Goals and Purposes of Dance Arts Education</p> <p>II: Knowledge About Students</p> <p>III: Standards and Curriculum: Skills and Knowledge of Dance Arts</p> <p>IV: Learning Environments</p> <p>V: Instructional Resources and Strategies</p> <p>VI: Collaboration with Colleagues to Advance the Field of Dance Arts Education</p> <p>VII: Integrating State and Community Resources to Support and Enhance the Dance Program</p> <p>VIII: Reflective Practice: Assessment, Evaluation and Research</p>	<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</p> <p>Domain 2: Classroom Environment</p> <p>Domain 3: Instruction</p> <p>Domain 4: Professional Responsibilities</p>	<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 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>NYC Dance Blueprint (2005)</p> <ol style="list-style-type: none"> 1. Dance Making 2. Developing Dance Literacy 3. Making Connections 4. Working with Community and Cultural Resources 5. Exploring Careers & Lifelong Learning
<p>New Jersey State Standards</p> <ul style="list-style-type: none"> • Common Core English Language Arts • Common Core Math • NJCCCS Social Studies • NJCCCS Science • NJCCCS 21st Century Life and Careers 	

Course Calendar

Week	Date	Day	Location	Topics	Post-Class Reading & Assignments
1	1/19	Tuesday Lab	3:45 – 5:50 Conerly Road School	Course Orientation	
	1/20	Wednesday Class	3:30 – 5:50 Conerly Road School	Ground Rules for Movement Model Lesson ELA Lesson Deconstruction Team Formation Review Lab Assignment	Dunkin Ch. 5 Zakkai Ch. 1 & 2 Mirus Ch. 8 Sprague Ch. 1 Purchase your book & drum Video & Response
2	1/26	Tuesday Lab	3:30 – 5:30 Team Choice Location	Investigate Franklin Curriculum Select Lesson topics Site Investigation Questions	
	1/27	Wednesday Class	3:30 – 5:50 Conerly Road School	Guest – Arts Supervisor Model Lesson – Science Lesson Deconstruction What is Interdisciplinary Learning?	Bring your drum to the next class Video & Response Dance Ed. Special Assignment Overby Ch. 1 & 2 Brehm & McNett Ch. 8 Library Book Assignment (Due in 2 weeks)
3	2/2	Tuesday Lab	3:30 – 5:30 ASSIGNED SCHOOL	Site Investigation Assignment	
	2/3	Wednesday Class	3:30 – 5:50 Conerly Road School	Site investigation findings Drum practice Model Lesson – Math Lesson Deconstruction Review next Lab tasks	Dunkin Ch. 3 Team Reflection 1 Overby p. 294 Frey Ch. 1 Video & Response
4	2/9	Tuesday Lab	3:30 – 5:30 Team Choice Location	Team Lesson Planning (K-2) (3-4)	
	2/10	Wednesday Class	3:30 – 5:50 Conerly Road School	Model Lesson – Social Studies Lesson Deconstruction Co-write parent introduction letter	Frey Ch. 2 Kagan & Kagan Ch. 5 Booth Reading Read the Standards Introduction
5	2/16	Tuesday Lab	3:30 – 5:30 Team Choice Location	Team Lesson Planning	
	2/17	Wednesday Class	3:30 – 5:50 Conerly Road School	Teaching Artists	Frey Ch. 4 NCAS Lesson Analysis Video & Response
6	2/23	Tuesday Lab	3:15 – 5:00 ASSIGNED SCHOOL	Team-Teaching – Sesssion 1 3:15 -3:45 Prep 3:45 - 4:45 Class	
	2/24	Wednesday Class	3:30 – 5:50 Conerly Road School	Teaching Reflections Team Adjustment & Planning	Team Reflection 2
7	3/1	Tuesday Lab	3:15 – 5:00 ASSIGNED SCHOOL	Team-Teaching – Session 2 3:15 -3:45 Prep 3:45 - 4:45 Class	
	3/2	Wednesday Class	3:30 – 5:50 Conerly Road School	Teaching Artist Guest (NJ) Set up the Team Shares	Review PD Resources

8	3/8	Tuesday Lab	3:15 – 5:00 ASSIGNED SCHOOL	Team-Teaching - Session 3 3:15 -3:45 Prep 3:45 - 4:45 Class	
	3/9	Wednesday Class	3:30 – 5:50 Conerly Road School	Teaching Artist Guest (NYC) Team Planning Preparations for Team Shares	TBA
		SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
9	3/22	Tuesday Lab	3:15 – 5:00 ASSIGNED SCHOOL	Team-Teaching - Session 4 3:15 -3:45 Prep 3:45 - 4:45 Class	
	3/23	Wednesday Class	3:30 – 5:50 Conerly Road School	Creating PDs in Your School Teaching Reflection Team Planning	TBA
10	3/29	Tuesday Lab	NO LAB SCHOOLS CLOSED	NO LAB SCHOOLS CLOSED	
	3/30	NO FACE TO FACE CLASS	TeachScope	TeachScope Task	Team Reflection 3
11	4/5	Tuesday Lab	3:15 – 5:00 ASSIGNED SCHOOL	Team-Teaching – Session 5 3:15 -3:45 Prep 3:45 - 4:45 Class	
	4/6	Wednesday Class	3:30 – 5:50 Conerly Road School	Team Share 1 Team Planning	TBA
12	4/12	Tuesday Lab	3:15 – 5:00 ASSIGNED SCHOOL	Team-Teaching – Session 6 3:15 -3:45 Prep 3:45 - 4:45 Class	
	4/13	NO FACE TO FACE CLASS	3:30 – 5:50 Conerly Road School	School Law Module	Prepare Team Portfolio Share
13	4/19	Tuesday Lab	3:15 – 5:00 ASSIGNED SCHOOL	Team-Teaching – Session 7 3:15 -3:45 Prep 3:45 - 4:45 Class	
	4/20	Wednesday Class	3:30 – 5:50 Conerly Road School	Team Share 2 Work on Parent Newsletter	Finalize Parent Newsletter
14	4/26	Tuesday Lab	3:15 – 5:00 ASSIGNED SCHOOL	Team-Teaching – Session 8 3:15 -3:45 Prep 3:45 - 4:45 Class	
	4/27	Wednesday Class	3:30 – 5:50 Conerly Road School	Team Share 3 Team Planning	Team Reflection 4 Before & After Reflection
15	5/3	NO LAB	NO LAB	NO LAB	NO LAB
	5/4	Wednesday Class	3:30 – 5:50 Conerly Road School	Course Closure Course Evaluations	