

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Secondary Education

SED 525D *Methods of Teaching Dance* (3 units)

Contact Information:

Instructor:

Office Location:

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Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Catalog Course Description

Prerequisite: Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. This methods course addresses strategies for planning instruction, using instructional technologies, building disciplinary literacy, assessing student performance, and implementing effective learning experiences for all dance students in grades K-12. Course emphasizes pedagogies that are inclusive and equitable for diverse student populations. Course activities focus on instruction of the California curriculum standards for dance, guided by the *Visual and Performing Arts Framework for California Public Schools* and *California Arts Standards for Dance*.

Student Learning Outcomes

Single Subject Credential candidates will demonstrate proficiency in Teacher Performance Expectations within the six California Standards for the Teaching Profession:

1. Engaging and supporting all students in learning.
2. Creating and maintaining effective environments for student learning.
3. Understanding and organizing subject matter for student learning.
4. Planning instruction and designing learning experiences for all students.
5. Assessing student learning.
6. Developing as a professional educator.

Course Objectives

This course meets the Single Subject Credential Student Learning Outcomes (SLO). Upon completion of this course the students will be able to:

1. Identify appropriate materials and activities in the four domains of dance (creating, performing responding and connecting) that meet the California Arts Standards for Dance and the *Visual and Performing Arts Framework for California Public Schools* (SLO 1, 2, 3, 4, 5, 6).
2. Develop lessons and unit plans that align and integrate the four dance domains across grade levels, cultural backgrounds, and varying abilities in students (SLO 1, 2, 3, 4, 5, 6).
3. Develop and use a variety of assessment methods that effectively evaluate the four domains of dance competency (SLO 5).
4. Demonstrate proficiency in California's Teaching Performance Expectations (TPE) (SLO 1, 2, 3, 4, 5, 6).
5. Acquire skills in compiling a variety of resources on dance and music for the purpose of teaching K – 12 (SLO 1, 2, 3, 4, 5, 6).
6. Reflect critically upon the four domains of dance and approaches to enhance social-emotional development in K-12 as a single subject teaching credential with specific awareness of cultural and physical diversity (SLO 1, 2, 6).

Summary of Topics and Dates

The course is designed as a combination of lecture, demonstration, practice, discussion, reflective writing, and cooperative teaching. The course addresses the primary skills of planning lessons, units and curriculum, instructional approaches appropriate for a diverse student population, and assessment methods designed to evaluate the dance content areas identified in the California Single Subject Dance Standards.

Tentative Schedule

Week	Topics and Activities	SSPSs Addressed
Week 1	Overview of dance education, dance content areas, and potential careers in dance (See Single Subject Dance Standards below): Lecture, PowerPoint presentation, class discussion/Q&A throughout with careful focus on introducing all dance content areas	1,22 (I)
Week 2	Examine the single subject matter in detail (four domains and subsections of creating, performing, responding, connecting) - Reading assignment: Chapters x – x. Lecture, PowerPoint presentation, class discussion/Q&A, students will discuss the four domains and subsections and offer teaching examples during the class	2 (I)
Week 3	Develop lesson plans and integrate student learning outcomes (SLO) and course objectives. Lecture, instructor demonstration of creating a lesson plan, individual in class practice in writing SLOs and objectives related to knowledge and skills to embody dance (See edTPA Lesson Plan Template below), and group discussion and peer/instructor feedback on written SLOs and objectives	3,4 (I)
Week 4	Examine methods and strategies to teach dance (technique, composition, performance) and integrate cultural functions and global application into lesson plans: Lecture, PowerPoint presentation, discussion/Q&A, class discussion related to class preparation assignments. Class Preparation: Observe three online dance classes and identify various teaching strategies that were implemented.	6 (I) 4,6 (P)
Week 5	Explore observational skills, how students learn dance, and direct/indirect instructional strategies. Lecture and in-class practice teaching of a dance skill (break into small groups for practice sessions). Reading assignment: Chapters x - x	10 (I)
Week 6	Strategies to manage dance classes and student behavior with the goal of developing social-emotional skills. Lecture, PowerPoint presentation, Q&A/discussion. Reading assignment: Chapters x - x	14,16 (I)
Week 7	Teaching different age groups and integrating awareness of diversity (cultural and physical) and social-emotional development. Lecture, PowerPoint presentation, Q&A/discussion. Reading assignment: Chapters x - x	17,18 (I)
Week 8	Implementation of lessons and how to analyze the effectiveness of the lessons/units (attention given to appropriate actions and boundaries between students). Lecture, PowerPoint presentation, practice teaching to small groups with peer evaluations and Q&A/discussion.	11 (I)
Week 9	Lesson Plans due. In class peer teaching Explore assessment tools and methods to align the learning outcomes with assessment (attention given specifically to artistic creation and mind-body connections) – Reading assignment: Chapters x – x. Lecture, PowerPoint presentation, Q&A/discussion.	8,13 (I)
Week 10	Assessment approaches: explore personal values and assumptions and how they influence perception and assessment (i.e., evaluating artistic expression and ideas). In class peer Teaching session. Lecture, PowerPoint presentation, Q&A/discussion.	15 (I) 15 (P)

Week 11	Creating curriculum for dance programs from K – 12 grades (include developmental strategies, artistic ideas and expressions, western and nonwestern dance traditions, roles and forms of dance in societies from the past and present). Lecture, PowerPoint presentation, Q&A/discussion and Peer Teaching practice.	5 (I)
Week 12	Developing sample units and curriculum portfolio that demonstrates awareness of dance literacy, diversity and equity (cultural, societal, historical) – Unit Plan Due. Lecture, PowerPoint presentation, Q&A/discussion and Peer Teaching practice.	20 (I) 18,20 (P)
Week 13	Examine the role of a dance educator within school and community environments (ethical and professional responsibilities and provide specific examples). Include focus on value of the arts and connections to personal and cultural experiences. Lecture, PowerPoint presentation, Q&A/discussion and Peer Teaching practice.	19,21 (I) 21 (P)
Week 14	Investigate the integration of technology, copyright laws/intellectual property, creativity, and dance education, and explain the implications for dance educators- Reading assignment: Chapters x – x. Lecture, PowerPoint presentation, Q&A/discussion.	7 (I) 7 (P)
Week 15	Discuss competence in teaching all learners, including students with disabilities and postural imbalances: Review key concepts of course. Lecture, PowerPoint presentation, Q&A/discussion and Peer Teaching practice.	12,13 (I)
Week 16	Summary of weekly journal reflections submitted (examine personal assumptions and how to enhance awareness of diversity [cultural, sex, body shape, abilities/disabilities] and equality in dance education within schools and the community). Group discussion and Q&A.	12 (P)

Method of Evaluation

Assessment	Description	% of Course Grade	Course Objectvs	SSPSs
<i>Two Dance Lesson Plans</i>	<ul style="list-style-type: none"> • Create 2 separate lesson plans that directly address 2 of the 4 domains (creating, performance) and discuss how to integrate the other 2 domains (responding, connecting) • Each lesson plan should address teaching objectives and teaching strategies for 2 different grade levels • Write objectives in the cognitive, psychomotor, and affective domains • Design and describe a sequence of learning activities for teaching a specific topic in your subject area. Be sure to identify the topic, the California standard that it addresses, and the actual learning goal(s) of the lesson. • Identify what will be assessed at the end of each lesson • Include all of the above in your 2 written lesson plans that will be submitted – Due Date: • Follow SED edTPA Daily Lesson Plan Template below when designing your two lesson plans • The lesson plans (as indicated in the template below) must include: Activity Name and Time, Teacher Actions, Anticipated Student Responses, Support for Varied Student Needs, Monitoring <p><u>The two lesson plans must be complete and clearly written so that another teacher can implement it.</u></p>	30%	1,2,4,5,6	9 (I) 1,2,5,8, 11,13,14 (P)
<i>Peer Teaching of Two Dance Lessons</i>	<ul style="list-style-type: none"> • Practice teaching in class followed by peer feedback and discussion on areas of success and areas that need improvement. The two in class practice teaching sessions will be based on the two lesson plans that you created in the Two Dance Lesson Plans Assignment (above). Practice teaching session will be completed in a 30-minute timeframe with 15 minutes dedicated to feedback. Handouts, teaching aids and practice demonstrations are required, including musical selections for the specific activities included in your lesson plans. You will follow the lesson plan guidelines listed below. 	20%	1,2,4	3,4,10 (P)
<i>Dance Unit Plan</i>	<ul style="list-style-type: none"> • Integrate 4 dance education domains and social-emotional development content into unit plan • Write objectives and student learning outcomes for the unit • Create methods of assessment to evaluate students and 	30%	1,2,3,4,5,6	9 (P) 1,2,3,4,5, 8,10, 11,13,14, 15,19 (A)

	<p>to determine the effectiveness of the unit plan (addressing SLOs and unit objectives). The assessments may include written and/or practical tests and rubrics to evaluate practical skills and creative works based on a point distribution for degrees of understanding and competence.</p> <ul style="list-style-type: none"> • Outline all above factors in a presentation (PowerPoint that is accompanied by practical demonstrations) to the class • Provide a written Unit Plan that includes all the details outlined above as well as write a commentary explaining your rationale for the content in the unit and how it was assessed. • Check information provided during the assessment class. Here are some key concepts to incorporate in your assessment components of the Dance Unit Plan: <ul style="list-style-type: none"> (a) testing instrument (written or practical test) (b) alignment of testing instrument with measured objectives (c) determine if test is measuring beyond the surface level (i.e., understanding concepts, interpretations, and applications) (d) scoring guide or rubric that accompanies the testing instrument (e) evaluative criteria to determine quality and level of student work (f) outline accommodations that can be implemented in the testing instrument 			
<i>Summary Reflection Paper (based on weekly journal reflections)</i>	<ul style="list-style-type: none"> • Examine personal assumptions and how to enhance awareness of diversity (cultural, sex, body shape, abilities/disabilities) and equity in dance education within schools and the community • Demonstrate awareness of copyright laws and intellectual property rights related to dance composition and music selection (include specific information on copyright laws and application in educational settings). • Use cultural competency self-evaluation form that is listed below. You can expand on this form and provide an explanation about why you offered modifications. • Summarize professional plans for growth based on what was learned during the semester and how to increase subject matter knowledge and teaching effectiveness. 	10%	3,4,6	6,7,9,12,16,17,18 (A)
<i>Participation/Engagement</i>	Attendance, punctuality, teamwork, respect for peers. Students are expected to read the assigned chapters or media viewing, come to class prepared, and actively engage in class discussions and class practical activities.	10%	5,7,8	

Grading Scale

A 93-100	B+ 87-89	C+ 77-79		
A- 90-92	B 83-86	C 73-76	D 65-69	F < 65
	B- 80-82	C- 70-72		

Note that a grade of C or better is required to meet the requirement of the credential program.

Required Textbook

Kassing, G., & Jay-Kirschenbaum, D. (2021). *Dance teaching methods and curriculum design: Comprehensive K – 12 dance education*, 2nd Edition. Human Kinetics.

Highly Recommended

Krasnow, D. H., & Wilmerding, M. V. (2015). *Motor learning and control for dancers: Principles and practices for performers and teachers*. Human Kinetics.

Recommended Reading

Cone, T. P., & Cone, S. L. (2012). *Teaching Children Dance* (3rd Ed.). Human Kinetics, Inc., 2012.

Gilbert, A. G. (2015). *Creative dance for all ages* (2nd ed). Champaign, IL: Human Kinetics.

McCarthy-Brown, N. (2017). *Dance pedagogy for a diverse world: Culturally relevant teaching in theory, research and practice*. McFarland & Company Inc, Publishers.

Meyer, F. (ed). (2010). *Implementing the National Dance Education Standards*. Champaign, IL: Human Kinetics.

Risner, D., & Schupp, K. (2020) *Ethical dilemmas in dance education: Case studies on humanizing dance pedagogy*. McFarland & Company, Inc. Publishers.

Website Resources

The CALIFORNIA Arts Standards for Dance Pre Through Grade 12. Available online at:

<https://www.cde.ca.gov/be/st/ss/documents/vapadancestds.docx>

CA Arts Standards <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

CA VAPA Framework <https://www.cde.ca.gov/ci/vp/cf/>

Course Attendance Policy

Success in this course depends upon active participation; therefore, attendance is critical. Excessive absences, tardies, and early departures may result in deductions from your class participation grade. If you are absent, be sure to contact the instructor. You are responsible for finding out what you missed from your classmates. It is a professional courtesy to contact your professor if you will be/are absent. Several absences must be supported by medical documentation or points will be deducted (5% per absence).

- **Two tardies or two early departures equal one absence.** Leaving class early will be counted the same as a tardy.
- **You are expected to ARRIVE ON TIME and stay FOR THE ENTIRE CLASS PERIOD or until class is officially dismissed.** Your presence, participation, and use of class time are vital to your success in this course.
Professional courtesy and respect are expected at all times.
- **Exams cannot be made up** except in extreme circumstances and only with prior consent from instructor.

Announcements and Notifications

Announcements and notifications will be sent to you via your CSUN email address. You are responsible for checking your email regularly. Failure to check your email is not a valid excuse for missing an announcement, deadline, etc. It is recommended that you exchange contact information with two classmates so that you may call on them in the event you miss a class. In the event of any changes to this Syllabus, you will be notified by your instructor in a timely manner as to effective date of revision.

Statement on Personal Communication Devices

Please turn off all personal communication devices (cell phones, computers, etc.) prior to the start of the class period and leave them off for the duration of the period. If you need to leave your communication device on for emergency purposes you must notify the instructor before the class period begins. Due to the disruptive nature of these personal communication devices on the educational process, failure to comply with these rules will result in a loss of points toward your overall class grade. **Specifically, five (5%) percent will be deducted from your overall grade for each disruptive occurrence.** During certain activities you will be permitted to use laptops, cell phones, etc. You will be advised when it is permissible to do so.

Academic Dishonesty

Plagiarism and cheating will not be tolerated and will result in an automatic “Fail” in the course. Cheating or plagiarism is listed in Section 41301, Title 5, California Code of Regulations and is an especially serious offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Please review the policy on Academic Dishonesty in the CSUN catalog at <http://www.csun.edu/catalog/policies/academic-dishonesty/>

Withdrawal Policy

It is your responsibility to formally withdraw from a class by following University guidelines and procedures. Absence from class meetings does not constitute official withdrawal. If you do not officially withdraw you will receive a “WU” which counts as a grade of “F” in computing grade point averages.

This syllabus is subject to change. I will make every effort to notify you in advance about any changes.

If you have questions about the course or this syllabus, ask me during office hours or by email. My email is xxxx and I will try to respond to you within xxxxx hours/days.

CSUN Policies

Communication: E-mail will be the best way to reach out to me with your questions or to schedule an appointment to meet over Zoom outside of regular office hours. I will make every effort to reply to all e-mail communications within 48 hours Mondays through Fridays, but expect a delay over the weekends. I will also post weekly announcements on Canvas with updates and reminders. While I will see and respond to your message if you utilize the Canvas messaging system, you will get a faster response if you use direct e-mail.

Grading: I make a genuine effort to grade your assignments in a timely manner after the due date, and it is your responsibility to check your feedback regularly. Questions or concerns regarding grading for any assignment must be resolved within one week of the date that graded assignments are posted.

Assignments: All assignments are due by the time specified. Please plan ahead and try not to submit your work at the last minute, there is always a chance of internet or computer problems happening. Late assignments are always accepted, but you will be penalized 10% per day for a maximum of 5 days. After 5 days, you will receive no credit for the assignment. If you anticipate having a problem meeting a deadline, please reach out to me (before the due date) to discuss possible extensions, rather than just not submitting the assignment.

Academic Integrity: It is important that you always submit your own work and properly cite your sources as appropriate; cheating and plagiarism are not acceptable. While you may discuss assignments with your classmates, you should always be submitting final work that is your own product. Students are not permitted to work together on exams. Any student caught cheating or plagiarizing will automatically receive a failing grade, and may be subject to more severe University discipline. Please refer to the Student Conduct Code, as found in the [CSUN Catalog](#) for more information.

Student Support Services:

CSUN aims to make all learning experiences as accessible as possible, and has a variety of resources available to help support students. If you believe the design of this course poses barriers to effectively participate or demonstrate your learning, please contact me to discuss possible options and adjustments.

- The [IT Help Center](#) (818)677-1400, helpcenter@csun.edu is available to help with Canvas, CSUN e-mail, SOLAR/Portal, and other technical issues.
- [CSUN Device Loaner Program](#) provides devices that can be checked out that includes laptops, webcams, hotspots and headsets
- The [Learning Resource Center](#) (818) 677-2033 The mission of the LRC is to enable students to improve their academic performance through a variety of learning programs, including workshops, one-on-one and group tutoring, supplemental instruction classes and interactive subject area computer programs and videos. Student who use the LRC learning programs will develop and strengthen their critical thinking skills, study strategies, writing skills and performance in subject matter courses.
- [University Counseling Services](#) (818) 677-2366, Bayramian Hall 520. UCS provides resources and information to assist students in dealing with a variety of large and small psychological obstacles that may interfere with academic progress and/or relationship satisfaction. Services include individual, group, and crisis counseling.

- In accordance with the [CSUN Accessibility Policy](#), CSUN is working to ensure that campus communication and course materials are accessible to everyone. Please reach out to me if you have difficulty with any of the materials for this course.
- If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD).
 - The [DRES](#) office can be reached at (818) 677-2684.
 - [NCOD](#) can be reached at (818) 677-2611.
 - Reasonable accommodations and services will be provided to students if requests are made in a timely manner and with appropriate documentation
 - If you would like to discuss your need for accommodations with me, please drop in office hours or contact me to set up an appointment.
- [Food Pantry](#) at CSUN: Anybody who faces challenges securing food or housing and believes this impacts course performance, should contact CSUN's Food Pantry website and the corresponding contacts. If you also feel comfortable contacting me, the department chair, or the Dean's Office, we can also facilitate assistance. You don't have to be alone in this moment.
- [Emergency MataCare grants](#), one-time grants to prevent evictions, urgent child care issues, etc.
- DACA (Deferred Action for Childhood Arrivals) Resources: Check out the [Central American Resource Center facebook page](#), [legal resources](#) listed on CSUN's Educational Opportunity Program (EOP) [Dream Center](#) that was created to support all undocumented students & allies ([Dream Center flyer](#)). CSUN President Harrison issued a [support statement on the CSUN homepage](#) for DACA and resources.
- [Help lines](#) (after hours when the University Counseling is closed) for numerous topics/needs (e.g., suicide, drug, rape, LGBTQT, military, or any crisis). You don't have to manage these feelings alone.
- [Pride Center](#) offers support and resources to lesbian, gay, bisexual, transgender, queer, & questioning students, faculty, & staff. ([Pride Center flyer](#))
- [Klotz Student Health Center: Numerous health services including primary care, dental, nutritional counseling, acupuncture, massage and lots more.](#)
- [Career Center](#) for resume writing & interviewing and much more; [Matty's Closet](#) has free professional clothes for students who need interview or professional attire.
- [USU](#) for more student services; [Clubs & Organizations](#): Hopefully a dozen people have already advised you to "[get involved](#)" at CSUN in something that interests you. ([USU flyer](#))
- [Associated Students](#) offers recycling, and a Children's Center providing child care
- [Financial Aid & Scholarships](#) offers aid for applications
- [University Library](#) for many additional academic resources
- [Veterans Resource Center](#) assists CSUN students as they transition from military service to academic success. ([VRC flyer](#))

Virtual Classroom Guidelines:

- Please make sure that the name displayed in Zoom is your real name (first and last).
- I appreciate if you keep your camera on throughout the session, though this is not a requirement
- As a courtesy, please try to join the session prior to the start time and participate in the entire session
- Respectful behavior and professional courtesy is a requirement at all times
- Review any recorded lectures, readings, and assignments for the week prior to participating in the weekly session and come prepared with any questions

- Keep your microphone on mute if you are not actively speaking in order to reduce background noise
- These sessions will not be recorded as they are designed for primarily discussion and question and answer sessions. Please contact a classmate if you miss a session to catch up on any additional information you may have missed.

Title 5, California Code of Regulations, § 41301. Standards for Student Conduct – (a) Campus Community Values: The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

CSUN with A HEART

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Appendices

Secondary Education edTPA Daily Lesson Plan Template

Complete one template for each daily lesson plan. Note the 4-page limit per lesson plan.

GENERAL INFORMATION				
Teacher Candidate		Grade/Level(s)		
Date Taught		Resources and Materials		
Content Area				
STANDARDS AND OBJECTIVES				
Topic: Be as succinct as possible				
California Content Standard(s): <i>List the standards/substandard(s) that your lesson will address</i>				
California Dance Development Standard(s): <i>List the standards/substandard(s) that your lesson will address.</i>				
Describe your content-learning objective(s) . <i>What skills and/or content do you want students to learn or be able to do because of this lesson?</i>				
What creative and/or dance abilities do you want students to develop during this lesson?				
What prior knowledge and skills are needed to complete the tasks and activities of the lesson successfully? <i>What must students know and be able to do before the lesson, in order to engage and participate in the lesson with confidence?</i>			Prior knowledge: Skills:	
LEARNING ACTIVITIES AND ASSESSMENT				
In the rows below, describe the activities that make up your lesson, one activity per row. These activities must constitute your entire lesson.				
Activity Name and Time	Teacher Actions	Anticipated Student Response	Support for Varied Student Learning Needs	Monitoring
Provide a brief name for each activity and the anticipated start and end times (e.g., Warm-Up 8:05 – 8:15).	For each activity, provide a detailed listing of the teacher (your) actions that will direct or support the activity. Include descriptions of how student groups will be configured, activity prompts, your role in facilitating the activity, prepared questions for individual or groups of students.	For each activity, describe how you expect students to engage in the activity, with the content, and with each other. Describe the work and the skills you expect students to produce. Include any struggles or misconceptions that you anticipate certain students or groups will experience.	Where applicable, describe supports for students with varied needs for learning. Supports may include alternatives for students with special needs, Consider how students will engage in the activity, how you will present information, and/or how students will demonstrate their learning.	For each activity, describe how you will monitor student progress towards the content and objectives of the activity or overall lesson? If applicable, describe how you will give students feedback on their work and progress, and/or how you will enable them to self-assess and monitor their own progress?

Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.)				

2. Self-Evaluation and Reflection – Cultural Competencies

Name: _____

Course: _____

Rate yourself fairly and honestly:

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

Sensitivity Code

_____ Understand and practice non-discrimination against others on the basis of race, ethnicity, class, age, gender, sexual orientation, disability, language, religion and other indices of difference

_____ Understand the codes of conduct expected at one's work site

_____ Treat others with dignity and respect

Cultural Awareness

_____ Identify and practice cultural factors that contribute to overall health and well-being

_____ Demonstrate ability to interact effectively with people of different cultures and backgrounds

_____ Engage with community partners to promote a healthy environment and healthy behaviors

_____ Demonstrate a willingness to assess one's cultural biases and assumptions

3. California Teacher Performance Expectations (TPEs)

<http://www.etc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

TPE 1. Engaging and Supporting Students in Learning Student Engagement

Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom. They use technology as appropriate to communicate with and support students and families.

Beginning teachers provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community-based instruction as appropriate and as available. They use available community resources, prior student experiences, and applied learning activities, including arts integration, to make instruction individually and culturally relevant.

Beginning teachers use a variety of instructional principles and approaches such as UDL and linguistic scaffolding to assure the active and equitable participation of all students and to promote engagement of all students within general education environments using the principles of Multi-Tiered System of Supports (MTSS) as appropriate.

Language Acquisition and Development

Beginning teachers understand and apply theories, principles, and instructional practices for the comprehensive language instruction of English learners, Standard English learners, and students whose first language is English. They understand and use appropriate instructional approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and instructional practices for English language development to assist students to achieve literacy in English. Beginning teachers understand and apply pedagogical theories and principles and practices for the development of students' academic language, comprehension, and knowledge across the subjects of the core curriculum.

Beginning teachers use a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate instruction and to select instructional materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English. They are able to determine communicative intent, particularly with students at emerging and expanding English proficiency levels and with students who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning teachers design and implement instruction based on the student's level of English proficiency and academic achievement, keeping in mind that the student's individual needs vary and may be multifaceted. Additionally, beginning teachers understand the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning teachers assure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs), and Section 504 plans, as applicable.

TPE 2 Creating and Maintaining Effective Environments for Student Learning

Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative

learning. Beginning teachers use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. They use principles of positive behavior intervention and support processes, restorative justice and conflict resolution practices, and they implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate.

Beginning teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They encourage students to share and examine a variety of points of view during lessons. Beginning teachers support all students' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate. Beginning teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning teachers design and maintain a fair and appropriate system of classroom management that fosters a sense of community, incorporates student input, and engages families. They regularly assess and adapt this system in response to students, families, and school contexts. Beginning teachers align their classroom management plan with students' IEP, IFSP, ITP, and 504 plans as applicable.

TPE 3 Understanding and Organizing Subject Matter for Student Learning Subject-Specific Pedagogy* and Making Content Accessible

Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the content area(s) of their credential(s). Beginning teachers provide multiple means for students to access content such as linguistic supports; technology, including assistive technology; elements of UDL; integrating other content areas, such as the arts; and accommodations and/or modifications to assessments and instruction. They also address access to content standards as specified in plans such as IEPs, IFSPs, ITPs and 504 plans. Beginning teachers design learning sequences that highlight connections, relationships, and themes across subjects and disciplines. They also engage students in real-world applications to make learning relevant and meaningful. Beginning teachers work with colleagues through collaboration and consultation to support students' engagement with instruction.

Beginning teachers also articulate and apply pedagogical theories, principles, and practices for the development of literacy, academic language, comprehension, and knowledge in the subjects of the core curriculum for all students.

Integrating Educational Technology

Beginning teachers design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students. They integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California State Standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning.

Beginning teachers model knowledge, skills, and fluency in using digital tools. Beginning teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning.

Beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. Beginning teachers promote equal access of all students to digital tools and assure that students are safe in their digital participation.

Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K–12 Online Learning (iNACOL).

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.

Beginning teachers are knowledgeable about typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior. Beginning teachers also are knowledgeable about the range of abilities of gifted and talented students in the general education classroom.

Beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. Beginning teachers demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.

In planning for instruction consistent with California's TK–12 content standards, beginning teachers access and apply their deep content knowledge of the subject area and use appropriate content-specific pedagogy consistent with research-based practices in the field. Beginning teachers understand the principles of UDL and MTSS and apply these principles in the content field(s) of their credential(s) to plan instruction that meets individual student needs for all students. Beginning teachers align instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning. They provide access to the curriculum for all students by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning teachers research, evaluate, and utilize current technological practices to improve teaching and learning (e.g., blended and online learning technologies).

TPE 5 Assessing Student Learning

Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design. They explain the importance of validity and reliability in assessment and know how to mitigate potential bias in question development and in scoring. Beginning teachers demonstrate knowledge of a variety of types of assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They effectively select and administer assessments to inform learning.

Beginning teachers use multiple measures to make an informed judgment about what a student knows and is able to do. Beginning teachers analyze data to inform instructional design, self-reflect,

reteach, provide resources, and accurately document student academic and developmental progress. They support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Beginning teachers provide students with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning. They implement fair grading practices, share assessment feedback about performance in a timely way, utilize digital resources to inform instruction, analyze data, and communicate learning outcomes.

Beginning teachers utilize assessment data and collaborate with specialists to learn about their students. They apply this information to make accommodations and/or modifications of assessment for students whose first language is English, English learners, and Standard English learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.

TPE 6 Developing as a Professional Educator

Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning teachers develop an understanding of their fundamental responsibilities as professional educators and of their accountability to students, families, colleagues, and employers. Beginning teachers participate as team members with colleagues and families. Beginning teachers take responsibility for all students' academic learning outcomes. They hold high expectations for all students.

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:

- professional conduct and moral fitness;
- use of digital content and social media;
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals;
- mandated reporting; and
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

Beginning teachers understand that they have chosen to become members of complex organizations. Beginning teachers are familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.

Appendix Draft TPEs for Single Subject Dance

Creating: Candidates for Single Subject teaching credentials in Dance are literate in the artistic discipline of dance, and they are familiar with both state and national student content standards for dance. They demonstrate and apply a deep understanding of and fluency in the principles, processes, skills, and content of dance creation, performance, evaluation, and interpretation. They demonstrate the skills to embody dance and engage the expressive elements of dance. They are able to reflect on, critique, and analyze dance performance and the connections of dance to personal and cultural experience.

Candidates are well versed in a variety of movement techniques and technical skills and demonstrate aesthetic awareness, critical analytical skills, and proficiency in the creative solution of dance problems. They demonstrate an ability to generate and conceptualize artistic ideas, organize artistic work, and reflect on and refine artistic expression. Candidates are also knowledgeable about the mind-body connection and the anatomical and physiological processes through which the body becomes an instrument for artistry and expression. They understand various perspectives related to the creation and performance of dance globally, are literate in the historical development and cultural functions of the art form, and are able to synthesize and relate that knowledge in the creation and performance of artistic and culturally expressive movement. They understand how analysis of and participation in a variety of forms of dance contributes to the development of dance literacy and ways that literacy in dance can be integrated with learning and literacy in other arts and academic subjects.

Performing: Candidates are able to assist students in developing their own artistic ideas relating to creating and implementing dance movements and dances. Candidates understand and implement appropriate ways of working with students to guide them and assist them in performing body movements relating to dance, especially when such assistance requires physically touching the students to help illustrate, guide, or correct positioning of the body relative to dance movements. Candidates assist students with understanding appropriate actions and boundaries between students when students are participating in dance activities that require interpersonal physical contact. Candidates make appropriate accommodations for students with special needs to ensure equitable participation in dance instruction, activities, and performance.

Candidates understand and implement appropriate organization of available classroom space for dance instruction, and they assist students with understanding how to behave appropriately in an open classroom space organized for dance instruction purposes.

Responding: Candidates understand how to perceive and analyze artistic dance and are skilled at interpreting intent and meaning in individual dance performances. They recognize and can explain the importance of reflection in understanding the impact of dance experiences, the role of emotions in connecting with and responding to dance, how interpretations of dance works are influenced by and connected to personal experiences, cultural contexts, and aesthetics; and how criteria are applied to evaluate dance. Candidates demonstrate both broad and in-depth conceptual knowledge of the societal, cultural, and historical contexts of dance. They demonstrate basic knowledge of western and non-western dance traditions, of the history and diversity of dance, and of the roles and forms of dance in societies past and present.

Connecting: Candidates assist students with understanding the value of arts, and of participating in arts activities as participants and as patrons of the arts, and of advocating for the arts.

Figure 2: California Arts Standards Artistic Processes and Anchor Standards

Artistic Processes	Anchor Standards: Students will...
<p>Creating <i>Conceiving and developing new artistic ideas and work.</i></p>	<p>1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work..</p>
<p>Performing <i>(dance, music, theatre) Realizing artistic ideas and work through interpretation and presentation.</i> Presenting <i>(visual arts) Interpreting and sharing artistic work.</i> Producing <i>(media arts) Realizing and presenting artistic ideas and work.</i></p>	<p>4. Analyze, interpret, and select artistic work for presentation. 5. Develop and refine artistic work for presentation. 6. Convey meaning through the presentation of artistic work.</p>
<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.</p>
<p>Connecting <i>Relating artistic ideas and work with personal meaning and external context.</i></p>	<p>10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>

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SSPS Index

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