

# Dance Education Content and Strategies

**COMPONENT #: 2-011-350**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to enable the participant to identify, research, and implement research-based and current instructional strategies as they relate to the field of dance. This could include but not be limited to the following areas: ballet, modern, ethnic, tap, jazz, and dance for musical theatre.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her instruction the principles presented in this workshop

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |   |  |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> Implementation              |
| <input type="checkbox"/> Resources            | <input type="checkbox"/> Outcomes                    |
| <input type="checkbox"/> Data                 |  |

**Florida Educator Accomplished Practices** (check all that apply)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment                           |
| <input type="checkbox"/> The Learning Environment                            | <input checked="" type="checkbox"/> Continuous Professional Improvement  |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making                    |
| <input checked="" type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development             |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development                          | <input type="checkbox"/> Communication                      |
| <input type="checkbox"/> Learning Environment                         | <input type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication   |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment       |
| <input type="checkbox"/> PS 5 – Assessment                                       |  |

**IMPACT FOCUS AREA(S):** select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning       |
| <input checked="" type="checkbox"/> Educator (professional growth)     | <input type="checkbox"/> Organizational support and change |

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**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify and describe innovative strategies, music, techniques, and/or materials appropriate for implementation or utilization in a specific instructional assignment.
2. Identify innovative techniques, strategies, and/or materials, and describe in writing how each can be adapted to support specific instructional objectives in dance
3. Identify current research issues and developments in the field of dance.
4. List practical applications of the research in the classroom including strategies that promote creative/critical thinking capabilities of students.
5. Develop skills in analyzing and assessing instructional materials.
6. Develop activities that integrate technology into the curriculum.
7. Develop activities that address the issues surrounding the diverse needs of learners.
8. Examine equitable methods, techniques, and practices addressing the needs of all students.

### **PART II – LEARNING**

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend the instructor's lectures/presentations and participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or dance music and other materials for specific instructional objectives, to include: applying knowledge of the elements of composition, exploring improvisation, understanding various sources of literature, music, dance, visual arts, and media as inspiration for dance (SLO 1-8).
2. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives and appreciates a knowledge of the basic elements of movement and uses them to create a solo or group composition in at least four of the dance styles studied) (SLO 1-8).
3. Implement specific instructional strategies and activities that will address the needs of diverse learners.
4. Recognizes and understands the basic cognitive and motor skills including principles of movement, locomotor, movements, axial movements, space, time, force, flow, and adapts these to meet the needs of diverse learners (SLO 1-8).
5. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape) verifying that the professional development impacted their professional behavior.
6. Provide evidence (e.g. student work, pre and post assessments, video tape, live performance, surveys) verifying that the content impacted student achievement.
7. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
8. Develop an action plan related to the training and provide evidence of implementation in the dance classroom.

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9. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration, choreography, and/or follow up session(s).

### PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

### PART IV – EVALUATION

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor. (Identifies geographical and cultural influences on the history of dance, Documents rehearsal time and current work being studied, Formulates a personal definition of dance.
2. Educator: Provide evidence of improved instructional practices by creating an action plan to be implemented at the school site: views and discusses a professional dance performance using proper vocabulary, writes reviews on dance performances, and Reviews and critiques a dance performance, Researches and discusses in written form the question, “Why do people dance?”
3. Student Learning: Evidence will include proof of implementation through documented impact on student achievement.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.

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- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

**Date Approved: 5/20/2014**

**Department: :** Division of Academic Support, Visual and Performing Arts

**Name of Author/Position:** Bryan Petorak - District Supervisor