Student Teaching Handbook for the School-Based Teacher Educator

SUNY College at Brockport
Department of Dance
Professional Education Unit
Teacher candidates are both excited and nervous about the prospect of teaching in a studio/classroom and show individual differences in their growth and development during the student teaching process. The following serves to explain general responsibilities, policies, and "tips" that may help you during the student teaching experience.

1. Take nothing for granted. Your teacher candidate is relatively new to the teaching profession. Help the teacher candidate acquire and demonstrate competencies essential for becoming a certified teacher.

2. If possible, provide an opportunity for your teacher candidate to visit your school before the beginning of the student teaching experience. Familiarize your teacher candidate with the building, office, safety procedures, and introduce him/her to other staff members. Compile a packet of information such as a daily schedule, class lists, map of the school, list of faculty and staff, building procedures, basic classroom/studio rules, student handbook, etc. Brief your teacher candidate on each of your classes including students’ individual characteristics and anything else you feel s/he should know about the make-up of the classes.

3. Prepare your students for the teacher candidate’s arrival. Introduce her/him as another teacher who will be working with you.

4. Provide a workspace for your teacher candidate.

5. Consider providing your home phone number and e-mail in case of illness or emergency.

6. Establish a communication line that permits mutual questioning. Build confidence. Help your teacher candidate be professional in all ways. Provide experiences that lead toward success. Be positive, yet offer constructive and specific feedback.

7. Schedule a meeting with your teacher candidate to allow for interaction with the building principal.

8. Based upon your judgment of the teacher candidate's capability, gradually increase the responsibilities assumed. Ideally, from the initial specific activities carried out under your direction, the teacher candidate should be moving toward carrying full planning and instructional responsibilities in the classroom. The needs of your students and their capacity to accept this role from the teacher candidate will, understandably, have an impact on the rate at which this transition can occur. The school-based teacher educator, teacher candidate, and college supervisor should work together to determine a realistic schedule of increased responsibility. The teacher candidate is a learner and has the entire semester to incorporate the various aspects of teaching.

9. At the beginning of the experience, assist your teacher candidate initially with administrative tasks, grading, homework, assessments, etc.

The beginner needs encouragement.
10. It’s helpful to expect your teacher candidate to work on a specific goal each week. Provide regularly scheduled conference times where you and your teacher candidate can sit down uninterrupted for a period of time to discuss these goals. Begin a conference on a positive note before moving to any problems. Help your teacher candidate see strengths as well as areas for improvement. Notes about specific instances may help to recall what happened at a given time.

11. Avoid asking your teacher candidate to teach "off the cuff" unless it is an emergency. Preparation time is needed if your teacher candidate is to avoid undue frustration.

12. Provide formal, structured opportunities for your teacher candidate to observe your teaching, particularly those sessions or units for which s/he will assume responsibility. Careful observation will lay the groundwork for a smooth transition for assuming major teaching responsibility as the semester progresses.

13. Similarly, you need to formally observe your teacher candidate. These observations will be an important basis for your evaluation and constructive feedback. In addition, observation of one another's teaching is a helpful strategy which can facilitate instructional problem solving and professional peer collaboration. The teacher candidate needs to become comfortable with the observation and feedback process.

14. The Performance-Based Student Teaching Evaluation and Global Assessment forms are included in this packet. The Performance Based form is the same one used by the college supervisor. Review this form with the teacher candidate midway through and at the end of the placement. The college supervisor will also observe the teacher candidate at least twice during the placement. Please return both assessment forms to the college supervisor promptly at the close of the placement.

15. Provide opportunities for your teacher candidate to observe other teachers. It would also be beneficial for your teacher candidate to observe your students in other classes.

16. Early, open, and honest communication is critical. Feel free to provide the college supervisor with periodic feedback related to the teacher candidate's progress and achievement. If you have any additional questions or concerns at any time, please call the college supervisor/Director of Field Experience.

17. At the end of the assignment, the teacher candidate may ask you to write a letter of recommendation to support his/her candidacy for employment. This letter often carries considerable weight in the employment decision-making process. The decision to write this letter is that of the school-based teacher educator. The teacher candidate will provide a form for this process. The letter should be sent and questions directed to the Credentials Office, SUNY Brockport, Office of Registration and Records, 350 New Campus Drive, Brockport, NY 14420, (585) 395-5390.

If you decide to make the commitment to write the letter of recommendation, please do so as promptly as possible. Employment offers will be made much more quickly when all necessary paperwork, including letters of recommendation are available to school districts.

18. **Substitute Teaching Policy for Student Teaching:** Normally, the college expects that teacher candidates will not act as substitutes. In an emergency, or with special permission from the college supervisor, the teacher candidate may act as a replacement for the school-based teacher educator for a day or less in his/her own studio/classroom with the following stipulations:
a. The teacher candidate should be asked, not required, to take his/her own classroom.
b. It is understood that no negative professional judgment will be made if a teacher candidate chooses not to substitute.
c. The teacher candidate is asked only after having sufficient experience in the class setting (e.g. no first day/no first week).
d. A teacher or administrator will be designated to act as a contact and resource person for the teacher candidate.
e. Any substituting is done in accordance with district and union policies.

19. In appreciation for your work as a school-based teacher educator, you are eligible to receive either a $200 cash stipend or a $250 tuition waiver for one quarter of student teaching. A form will be provided (sample in Appendix) and should be completed and returned to the Field Experience Office by the end of the placement. The Internal Revenue Service considers tuition waivers as compensation for services performed in the year that the waiver is issued. An IRS Form 1099-MISC (Miscellaneous Income) must be filed for any individual receiving waivers/stipends that exceed $600.

SUNY policy requires that if more than one teacher is working with a teacher candidate for student teaching, only one teacher may claim the waiver or stipend during the timeframe specified.

In addition, school-based teacher educators are offered the following benefits from SUNY Brockport:

a. Free library privileges. The community membership fee is waived. To obtain a courtesy card, contact Drake Memorial Library at (585) 395-2277.
b. Faculty rates for individual recreation passes, which includes reduced rates on racquetball courts, the gymnasium, fitness center, pool and basketball courts. Membership applications can be obtained by calling (585) 395-5076.
c. Season passes to all regular home athletic events free of charge. Passes can be obtained by calling (585) 395-5328.

The faculty of the dance education program within the Department of Dance are most appreciative of the time and effort of school-based teacher educators to help Brockport students learn their profession. We hope these benefits demonstrate, in a small way, the value placed on our relationship with you and your school district.
The following information is taken from the Student Teaching Handbook that your teacher candidate has. Since a number of school-based teacher educators have asked for this information, it is now included to guide you in working with the teacher candidate during student teaching.
STUDENT
TEACHING EXPECTATIONS

All teacher candidates will successfully complete a student teaching assignment within a required public school environment. As part of the student teaching experience, teacher candidates will:

1. Develop a teacher candidate progress portfolio as a basis for documenting your work and for discussion with your school-based teacher educator and college supervisor.

2. Establish regular, weekly goals for the student teaching experience and engage in regular dialogue with your school-based teacher educator about your teaching experience.

3. During each placement, design and teach a series of sequenced lessons (unit plan) that is carried through from beginning to end showing continuity between lessons and including formative (ongoing) and summative assessment strategies.

4. Videotape at least two (2) lessons (one in each placement) for self-critique and analysis with the school-based teacher educator and/or the college supervisor. It is suggested that you use the Performance-Based Student Teaching Evaluation as an assessment tool for this process. Videotape equipment may be borrowed from the school or from the Department of Dance.

5. Observe a variety of different classes: a new teacher, a veteran teacher, special education, special classes (modern, ballet, tap, dance history), etc. Reflect in writing on these observations, conferencing with or providing written feedback to the college supervisor and/or school-based teacher educator as appropriate.

6. Show evidence of interaction with families through parent/teacher conferences, phone calls or written communications, Parents’ Night programs, special events, etc.

7. Utilize and demonstrate a variety of classroom management strategies that can be overtly observed.

8. In addition to traditional assessments such as quizzes, tests and analyses of written work, demonstrate an attempt to familiarize yourself with the use of different assessment techniques such as portfolios, journals, interviews, concept maps, action research questions, etc.

9. Participate in meetings: faculty, grade level or department, school-based management, conferences, workshops, superintendent conference days, PTA etc. as offered.

10. Review your own Performance-Based Student Teaching Evaluations with your school-based teacher educator at the mid-term and conclusion of each student teaching experience.

11. Meet the requirements established by the Dance Department’s Conceptual Framework.
DANCE TEACHER
CANDIDATE DISPOSITIONS

Dance teacher candidates seeking teaching certification at SUNY College at Brockport are expected to adhere to an appropriate code of conduct. In addition to possessing a positive outlook, maintaining intellectual integrity, being dedicated, respectful and self-aware, the following presents a list of behaviors one would expect of any candidate seeking certification. Candidates are expected to:

Be reliable

Demonstrate Consistent High Quality Performance

Be On-Time for Classes, Assignments, Field Experiences etc.

Demonstrate Academic Integrity (refrain from cheating, and plagiarism)

Be Professionally Involved

Be a Reflective Practitioner

Dress According to Studio or Classroom Dress Code

Demonstrate a Professional Attitude

Be Honest and Trustworthy

Adhere to the Laws of Governance

Be Fair and Non-Discriminatory

Collaborate and Work Well with Others (i.e. peers, professors, school-based staff etc…)

Communicate Effectively

Fulfill all Academic and Professional Obligations

Refrain from the Use of Profanity

Maintain Proper Relationship with Students

Be Well Prepared for Each Class the Candidate Teaches

Participate in School Governance
Assessments Used to Determine Dispositions

Be reliable
Teacher Candidate fulfills all obligations they have volunteered to meet.

Demonstrate Consistent High Quality Performance
Teacher Candidate continually produces well-prepared lessons and teaching experiences.

Be On-Time for Classes, Assignments, Field Experiences etc.
Teacher Candidate shows up to assignments and field experiences in advance of the starting time. If candidate anticipates being late, a notice to that effect is made.

Demonstrate Academic Integrity (refrain from cheating, and plagiarism)
Teacher Candidate invests the time and amount of effort necessary for studying, reading, writing, submitting class assignments and taking tests/ exams and does so autonomously without relying on others.

Be Professionally Involved
Teacher Candidate continually develops knowledge by seeking current research-based practices and theories as they develop in education.

Be a Reflective Practitioner
Teacher Candidate not only reflects on the practice of teaching but reflexively seeks to understand the basis of their practice through continual self-evaluation.

Dress According to Studio or Classroom Code
Teacher Candidate dresses according to the learning activity and promotes a sense of professionalism in terms of appearance.

Demonstrate a Professional Attitude
Teacher Candidate serves as an exemplary role model for the profession of dance education.

Be Honest and Trustworthy
Teacher Candidate can relay truths with diplomacy.

Adhere to the Laws of Governance
Teacher Candidate supports those laws established for effective governance as they apply to dance education.

Be Fair and Non-Discriminatory
Teacher Candidate upholds a policy of fair treatment to all students regardless of student personality, background and/or orientation.
Collaborate and Work Well with Others (i.e. peers, professors, school-based staff etc...)

Teacher Candidate facilitates positive interactions with others.

Communicate Effectively

Teacher Candidate can articulate in a clear manner their teachings and their needs as educators.

Fulfill all Academic and Professional Obligations

Teacher Candidate is exemplary in meeting all teaching and professional roles and responsibilities.

Refrain from the Use of Profanity

Teacher Candidate avoids use of street vernacular or cursory statements against students and colleagues.

Maintain Proper Relationship with Students

Teacher Candidate interacts with students as “teacher” versus “friend.”

Be Well Prepared for Each Class the Candidate Teaches

Teacher Candidate prepares well in advance for each class taught and anticipates any challenges that need to be addressed ahead of time.

Participate in School Governance

Teacher Candidate contributes and seeks opportunities to contribute to school governance and by so doing demonstrates leadership qualities.
**GENERAL INFORMATION**

**ABSENCES:** Since the school-based teacher educator depends on the teacher candidate as an integral member of the instructional team, the teacher candidate SHOULD NOT take days or time off from student teaching without receiving prior approval from the school-based teacher educator and college supervisor.

**CALENDAR:** Generally, student teaching begins the first day of the public school year or semester and ends the last day of the sixteenth week. The teacher candidate is expected to adhere to the school district's calendar between these dates. This may include student teaching during Brockport recesses when school is in session. The teacher candidate is expected to attend teacher conference and/or planning days, parents’ night programs and other regularly scheduled district activities and events.

**COMMUNICATION:** The teacher candidate will need to devote time and attention to establishing and maintaining the relationship with the school-based teacher educator and any other staff members with whom s/he interacts. These relationships will influence student teaching success, the relationships the teacher candidate has with the students, and any interactions that occur with families and the school community. Remember that the student teaching experience is a cooperative process, and at times the needs and plans of the teacher candidate will have to give way to those of the school-based teacher educator and the students. Communicating a positive attitude and enthusiasm in conversations and actions will greatly support the effort put into planning and teaching.

**CONFIDENTIALITY:** There are laws governing the protection of students and their records. Even if information is shared informally, the teacher candidate is expected to maintain strict confidentiality of all personal information about individual students, their families, and all school records. Remember that even a casual conversation with a friend can result in a breach of confidentiality that could have serious consequences for everyone involved.

**DRESS:** It has been proven that the teacher candidate’s dress influences students’ perceptions and can have a profound impact on the classroom environment. Moreover, it can influence perceptions of school personnel, parents and members of the school community. Yet, dress can be a conflicting personal and professional matter. In recent years, area school districts have expressed to all area colleges, an increased concern regarding appropriate dress of teacher candidates. It must be understood that what is appropriate dress for one’s personal life, may not be appropriate for one’s professional life. School officials and college supervisors have the right to ask a teacher candidate to “cover up” or send a teacher candidate home if s/he is not dressed appropriately. Teacher candidates are encouraged to talk with their SBTEs about dress, observe the dress of other teachers, and dress accordingly, avoiding extremes.

**EVALUATIONS:** It is required that a Performance-Based Student Teaching Evaluation be completed by the school-based teacher educator at the mid-point and end of each placement. The teacher candidate should request that the school-based teacher educator review the evaluation with him/her. The college supervisor will do an end-of-the-experience evaluation, which will be discussed with the teacher candidate. The college supervisor, after consultation with the school-based teacher educator, is responsible for assigning the final grade which is either Satisfactory (S) or Unsatisfactory (U).

**HEALTH INSURANCE:** As in all semesters, it is strongly recommended that the teacher candidate carry health insurance coverage during student teaching. Although schools are not exceedingly dangerous environments, it is always important to have health insurance coverage in the event of unforeseen medical
circumstances. Information regarding the medical insurance program offered by the college can be obtained at the following website: [www.brockport.edu/life/health_center/info/insurance.html](http://www.brockport.edu/life/health_center/info/insurance.html).

**LESSON PLANS:** The teacher candidate will be expected to write and submit complete lesson plans for each lesson until the school-based teacher educator is assured that planning proficiency is such that a more skeletal type of planning may be utilized. The lesson plan should be submitted and approved by the school-based teacher educator before giving the lesson. Discuss what time frame is most appropriate for this (one day, two days, etc.). Generally the McGhee Model is followed. A lesson plan sample can be found in the Appendices.

**OBSERVATIONS:** The college supervisor will formally observe the teacher candidate at least twice during each of the student teaching placements. Invitations to observe specific lessons or activities are welcome. There will also be informal, drop-in visits as time permits. When the teacher candidate is observed formally by the college supervisor, a **formal lesson plan** will be expected. The teacher candidate should take the opportunity to point out projects, activities, etc. that have been accomplished.

**PROFESSIONAL COURTESY:** At all times the teacher candidate should extend professional courtesy to all personnel in the school.

**SCHEDULES:** The teacher candidate should provide the college supervisor with a copy of the teaching schedule. This will facilitate the timely scheduling of visits and observations.

**TEACHING RESPONSIBILITY:** In most cases, the teacher candidate is expected to take over the teaching and planning of the entire class load near the end of each assignment.
GETTING THE MOST FROM STUDENT TEACHING

Just as there are identifiable phases through which any student progresses with learning in the studio/classroom, so it is with teacher candidates as they begin to learn how to teach in the studio or classroom.

The student teaching experience requires a high degree of involvement and integration in the school's setting. The teacher candidate is expected to gradually assume increased responsibility until s/he is planning, instructing, and evaluating the entire class. Therefore, it is necessary to continually expand the teacher candidate’s role in writing and implementing lesson plans, selecting instructional materials, presenting lessons, developing activities, etc. Initially, a single lesson on a particular topic may be quite demanding. By the end of the assignment period, the teacher candidate should assume responsibility for the overall planning, instruction, and management of the classroom. Often in the second placement, the teacher candidate may progress more quickly as s/he has already reached competencies from the first placement.

In order to help ensure the teacher candidate’s success in student teaching the following guidelines have been developed:

A. Prior To The First Day of Student Teaching The Teacher Candidate:

- Is required to attend the first orientation meeting with the college supervisor (which usually is held prior to the first day of student teaching). At this meeting, any questions or concerns should be raised and clarified regarding assignments, expectations, and general procedures that will be followed.

- Should contact the school-based teacher educator.

- Should find out the school hours, usually following the same schedule as the school-based teacher educator. The school-based teacher educator should discuss with the teacher candidate, the expected morning arrival time and end-of-the-day departure time.

- Should begin the organization process. It is recommended that the teacher candidate purchase a plan/grade book or develop and incorporate some other means of organization.

- Should obtain copies of curriculum outlines, district and NYS Learning Standards, school policy handbooks, the school calendar, and any other valuable and resourceful handouts that might be needed. If such handbooks are not available, the teacher candidate should ask specifically about school policies concerning student disciplinary procedures, student records, accident reports, etc.

- Should inquire at the school's main office about any sign-in or other procedures that the administration would like followed. The teacher candidate should introduce himself/herself to the building principal, faculty and staff.

- Should find out the classroom procedures regarding tardiness, rules for activities such as sharpening pencils, drinks of water, restroom privileges, gum chewing, paper, pencils, hats, locker privileges, etc. The teacher candidate should also inquire about requirements for homework, responding to questions, seating arrangements, textbooks, talking in class, etc. And last, but not least, find out about safety rules and regulations—how fire drills, accidents, and accident reports are handled.
• Should arrange with the college supervisor to observe and formally evaluate the teacher candidate twice during each placement. If at any time additional supervision is desired, or if problems in the placement occur, the teacher candidate should talk with the school-based teacher educator or college supervisor without delay.

• Should observe and reflect upon the professional interactions experienced at school. The teacher candidate should attend to the interaction patterns which the staff exhibit with one another just as s/he does with those between staff and students. It is always important to remember that the school-based teacher educator—who will undoubtedly be most willing to be of help throughout the semester—has responsibilities to others as well.

• Should become familiar with the students' basic learning and performance characteristics, including approximate levels of achievement and general strengths and weaknesses; examine available cumulative and classroom records, lessons and plans of the school-based teacher educator, samples of student work, and related materials.

• Should interact with and observe students in a variety of settings: small group and large group instruction, unstructured settings (lunch, recess, hallways, etc.), and during individual interactions with their peers.

B. During Student Teaching The Teacher Candidate Should:

• Begin individual and/or small group lessons where the school-based teacher educator has selected the instructional objective.

• Gradually expand responsibility for planning and teaching small groups, supervising outside of the studio or classroom, and performing essential tasks (e.g., filling out forms, taking attendance, correcting homework, making copies, organizing the classroom, selecting and preparing materials).

• Develop at least one instructional unit to be presented near the end of the student teaching placement.

• Observe other classes and programs as time permits.

• Begin to develop a personal style and philosophy of teaching through experimentation with different methods and materials, reflective practice, and dialogue with peers and teaching colleagues.

• Assume more responsibility for the total learning atmosphere and environment (example: share research findings, locate and utilize community resources, suggest classroom modifications, develop different instructional groupings, etc.).

• Accept an increased daily teaching load by teaching more subjects and periods as the placement nears completion.

• Practice assessment of learner abilities, needs, and feelings, as appropriate by observing and recording student interactions; conducting informal or authentic assessments; compiling and reviewing individual student records; consulting with professional support personnel, resource teachers, psychologist, school counselors, school nurse, etc.; and learning effective ways of expressing sensitivity to individual differences.
• Experience a typical teaching load by performing all of the duties of a typical school day. Take over planning and teaching independently for approximately one week. As indicated, this may involve cooperative planning with the school-based teacher educator and aides, but the teacher candidate should assume the major role in the organization and operation of the class.

• Grow professionally by reading journals, attending faculty and association meetings, participating in parent conferences, attending conferences and staff development sessions and seeking constructive evaluation from others familiar with your work.

• Keep a reflective journal. Frequent journal entries allow for consistent self-assessment. Entries do not have to be lengthy. Reflect on both positive and negative events. How might the lesson be changed next time? Even when a class has gone extremely well, good teachers have ideas for strengthening a lesson.

• Is required to videotape one lesson in each placement. It is suggested that the Performance-Based Student Teaching Evaluation be used as an assessment tool for this process. (see Appendix.)

Encourage the teacher candidates to talk with and address students by name as soon as possible.
WHAT TO DO IF...

Most student teaching experiences are positive for both the teacher candidate and the school-based teacher educator. It is important, though, to be aware of the appropriate process to follow should a concern or problem arise.

CONCERN WITH THE SCHOOL-BASED TEACHER EDUCATOR: If the teacher candidate has an issue that needs to be addressed with the school-based teacher educator, s/he should alert the college supervisor as soon as possible. It is better to seek help in resolving a small problem, rather than to wait until it becomes a large problem. Open communication and proper professional conduct are expected in all circumstances. The college supervisor may suggest that the teacher candidate speak directly with the school-based teacher educator about the issue as a first step or may arrange a three-way conference among the teacher candidate, the school-based teacher educator, and the college supervisor. If necessary, the College Faculty Supervisor and the Department Chairperson may be asked to help resolve the concern.

CONCERN WITH STUDENTS OR TEACHING ENVIRONMENT: On occasion, the school or classroom environment may be an extremely challenging one. Likewise, students can be oppositional, defiant and resistant to authority. While it is the responsibility of teachers including teacher candidates to teach all students, it is never the intent to place anyone in a threatening or dangerous position. Should a problem occur or if there is a sense that a situation may become more potentially difficult, the teacher candidate should take immediate action by consulting the school-based teacher educator and college supervisor. The school-based teacher educator and college supervisor will work with the teacher candidate to advise and resolve the situation as soon as possible. School administrators and the College Faculty Supervisor and Department Chairperson will become involved as requested and necessary.

CHANGE OF PLACEMENT: In rare circumstances a change of placement may be called for. The decision to change a teacher candidate’s placement will only be reached following every effort to resolve the problem with the original placement site. The involvement of the College Faculty Supervisor will be necessary prior to a decision to seek an alternate placement.

EVALUATION APPEALS: As there are regular, formal observations of the student teaching performance by the college supervisor the teacher candidate should have an understanding of areas of strength and weakness throughout the term. The teacher candidates will be evaluated by both the college supervisor and the school-based teacher educator. Should the teacher candidate desire to appeal the evaluation, s/he is obligated to raise this issue first with the college supervisor and school-based teacher educator. If no resolution is reached, the College Faculty Supervisor and possibly the Department Chairperson may be involved in seeking resolution. If necessary, a formal appeal may be made through the College's grade appeal process. (Refer to the College publication, Your Right To Know and Academic Policies handbook). The Department's Termination and Continuation Policy for Student Teaching details options and processes followed in such cases.

QUESTIONS?: The best way to avoid a problem is to make sure the teacher candidate understands what is expected from the beginning of the student teaching experience. The teacher candidate should not hesitate to ask the college supervisor and the school-based teacher educator for clarification at any point during the student teaching semester. The College Faculty Supervisor is also a resource person who may be helpful should the need arise.

Encourage the teacher candidate to give adequate feedback and correction. Make it specific, clear, and regular, with advice on how to improve. Encourage him/her to teach students how to learn.
APPENDICES

Lesson Plan Templates

School-Based Teacher Education Evaluation
LESSON: PAINT THE ROOM
GRADE LEVEL(S): K-2

Follow this template for writing a lesson and download from Angel—

THEME: Explorations of the Body in Space

MAJOR DANCE CONCEPTS ADDRESSED:
Dance Spatial Elements—
  Place (self space/general space)
  Size and range of movement
  Level (low through high)
  Direction (front, back, side, up, down)
  Pathway (curved, straight)
  Design
  Focus (singular)

Body
  Identification of parts
  Basic shapes (straight, curved, twisted)

INTELLIGENCES FOCUS: (Identify those predominantly used in lesson)
  Spatial/visual
  Kinesthetic
  Intrapersonal

BLOOM’S TAXONOMY (Each cognitive level must be evident within lesson)
  Remembering
  Understanding
  Applying
  Analyzing
  Evaluating
  Creating

NATIONAL STANDARDS ADDRESSED: DANCE (Write component and specifics.)
Grades K-4
  Content Standard #1: Identifying and demonstrating movement elements and skills in performing dance: a,b,c,d,e,g,h

NY STATE STANDARDS ADDRESSED: DANCE (Write component and specifics.)
Dance—Elementary Level
  Standard 1: Creating, Performing and Participating in the Arts
    Addresses all performance indicators
  Standard 3: Respond to and Analyzing Works of Art
    Addresses both performance indicators

NDEO STANDARDS BY AGE (Posted on Angel/NDEO Website)

LESSON OBJECTIVE—
The student will:
  Work collaboratively with a partner to devise a dance sequence demonstrating accurate and contrasting use of shape, space, focus and body part elements according to established criteria.
**ADVANCE ORGANIZER**

Materials and Resources


**Teacher Preparation**

Cue music in advance of the lesson.

**Vocabulary Listing**

- Body part words—fingertips, hands, wrists, forearms, elbows, arms, shoulders, nose, eyes, torso, legs, knees, ankles, toes, tummies, hips.
- Body shaping words—stretched, bent, curved, twisted, extend, straight.
- Space words—personal space, general space, size, focus, circles, lines, around, straight, around, in front of, next to, over, forward, behind, low, medium, high, tiny, large, arc, close, big, small.
- Dance words—port de bra, reverse, transition, partner, performers, audience.

**Safety Considerations**

Call attention to safely working with a partner.

**DETAILS OF INSTRUCTIONAL ACTIVITY**

**INTRODUCE THE CONCEPT—**

Students, today we will learn about....

**WARMING UP** (Warm up should be based on the following Brain-based Progression and serve as a bridge to lesson content; should be no longer than eight minutes)

1. Breath
2. Touch
3. Core Distal
4. Head Tail
5. Upper/Lower
6. Body-Side
7. Cross-lateral
8. Vestibular

**EXPLORING THE CONCEPT**

Guide students through the lesson concept using dance improvisation. Aim to develop student autonomy through personal interpretations of movement ideas.

**DEVELOPING SKILLS** (Have students practice movement concepts introduced during exploration using thematic frames or game structures)

**CREATING**

In groups, have students generate a composition based on concepts introduced in class. This section allows the teacher to check for understanding through application.

**COOLING DOWN**

Slow stretches with breathing provides an opportunity to review material covered in class. Relaxes student and enables them to reenter the world outside of class.
**ASSESSMENT**

*A Sample Rubric for Creating and Performing Dance*

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Points (2 max. for each section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Partners accurately followed composition sequence</td>
<td></td>
</tr>
<tr>
<td>2. Beginning shape was connected &amp; displayed straight and curved lines</td>
<td></td>
</tr>
<tr>
<td>3. Writing/dancing names displayed contrast in size, level, and a broad use of general space</td>
<td></td>
</tr>
<tr>
<td>4. Partners were considerate of each other in the partner dance.</td>
<td></td>
</tr>
<tr>
<td>5. Dancers used strong focus in the ending section of the dance.</td>
<td></td>
</tr>
<tr>
<td>Total Points (maximum 10)</td>
<td></td>
</tr>
</tbody>
</table>

2 = unique and exemplary evidence of work  
1 = satisfactory accomplishment; some details and refinement still needed  
0 = no evidence of work

**IDEAS FOR FURTHER DEVELOPMENT**

Suggests a curricular link to the lesson previously taught and expands the knowledge presented but in a deeper, more complex way.

For example: After exploring the “body in space,” introduce contrasting force into aspects of action and shape.
LESSON CONTENT TITLE
SECONDARY GRADE LEVEL(S)

Follow this template for writing a lesson and download from Angel—

THEME FOCUS: ____________________________

MAJOR ARTS CONCEPTS ADDRESSED:
Dance Spatial Elements—
   Place (self space/general space)
   Size and range of movement
   Level (low through high)
   Direction (front, back, side, up, down)
   Pathway (curved, straight)
   Design
   Focus (singular)

Body
   Identification of parts
   Basic shapes (straight, curved, twisted)

INTELLIGENCES FOCUS:
Spatial/visual
Kinesthetic
Intrapersonal

BLOOM’S TAXONOMY
Remembering
Understanding
Applying
Analyzing
Evaluating
Creating

NATIONAL STANDARDS ADDRESSED: DANCE
Grades K-4
Content Standard #1: Identifying and demonstrating movement elements and skills in performing dance:
   a,b,c,d,e,g,h

NY STATE STANDARDS ADDRESSED: (Write the component and specifics.)
Dance—Elementary Level
Standard 1: Creating, Performing and Participating in the Arts
   Addresses all performance indicators
Standard 3: Respond to and Analyzing Works of Art
   Addresses both performance indicators

NDEO STANDARDS (according to age): Located on Angel/NDEO website

LESSON OBJECTIVE—
The student will:

ADVANCE ORGANIZER
Materials and Resources (Be specific)
Teacher Preparation
Cue music in advance of the lesson. Identify space if class spaces vary.

Vocabulary Listing
Body part words—fingertips, hands, wrists, forearms, elbows, arms, shoulders, nose, eyes, torso, legs, knees, ankles, toes, tummies, hips.
Body shaping words—stretched, bent, curved, twisted, extend, straight
Space words—personal space, general space, size, focus, circles, lines, around, straight, around, in front of, next to, over, forward, behind, low, medium, high, tiny, large, arc, close, big, small
Dance words—port de bra, reverse, transition, partner, performers, audience

Safety Considerations
Call attention to safely working with a partner.

DETAILS OF INSTRUCTIONAL ACTIVITY

Introduce the main topic:
Identify the topic, objectives, and standards. Teach vocabulary for the lesson.

Explore topic:
Use guided exploration to engage with the main topic, and use other elements as helpers to support lesson development.

View topic:
Introduce an example by selecting a slice of dance that exemplifies artistic use of levels or lesson topic. Identify it and guide student viewing with no more than three viewing questions prior to viewing.

Compose using topic:
Engage students with dance-making; focus on lesson topic as a platform for exploring and establishing movement motifs.

Show topic:
Have students show the dance by performing the work for facilitated peer critique and comment. Use this time to teach students how to see dance and how to read it.

Evaluate topic:
Conduct the critiquing phase by providing an opportunity for students to receive constructive aesthetic feedback from peers and teachers. Help students come to understand the art of inquiry when viewing a dance work.

Reflection on topic:
Review and relate to the impact of the lesson and its value. This is a time for informal assessments, occasional in-class journaling, and other reflective exercises or activities.

CONTINUE...
### ASSESSMENT

**A Sample Rubric for Creating and Performing Dance**

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Points (2 max. for each section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Partners accurately followed composition sequence</td>
<td></td>
</tr>
<tr>
<td>2. Beginning shape was connected &amp; displayed straight and curved lines</td>
<td></td>
</tr>
<tr>
<td>3. Writing/dancing names displayed contrast in size, level, and a broad use of general space.</td>
<td></td>
</tr>
<tr>
<td>4. Partners were considerate of each other in the partner dance.</td>
<td></td>
</tr>
<tr>
<td>5. Dancers used strong focus in the ending section of the dance.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points (maximum 10)</strong></td>
<td></td>
</tr>
</tbody>
</table>

2 = unique and exemplary evidence of work  
1 = satisfactory accomplishment; some details and refinement still needed  
0 = no evidence of work

### IDEAS FOR FURTHER DEVELOPMENT

Suggests a curricular link to the lesson previously taught and expands the knowledge presented but in a deeper, more complex way.

For example: After exploring the “five body shapes of pin, ball, wall, spiral and tetrahedron,” introduce students to the concept of shape flow. Have class create compositions contrasting shape and shape flow.
Performance-Based Student Teaching Evaluation for the
Dance Teacher Certification Program

Teacher Candidate _______________________________________________ Semester and Year ___________

School-Based Teacher Educator ________________________________________________________________

College Supervisor __________________________________________________________________________

School and District ______________________________________ Subject/ Grade Level_________________

Please check those categories that apply. In this placement the teacher candidate gained experience with:

☐ Students with special needs.

☐ Students whose first language is not English.

TEACHER CANDIDATE HOLISTIC SCORING RUBRIC

PERFORMANCE-BASED STUDENT TEACHING EVALUATION

Directions: Mid-way and at the end of the placement, please indicate progress by choosing the appropriate performance indicator and placing the correct letter on the corresponding line beside each standard. If a performance indicator needs improvement, a check should be placed on the corresponding line. You are encouraged to add comments in the space provided. If you need more space for comments, please attach an additional sheet of paper. At the end of the placement, please return this form to the College Supervisor at College at Brockport, 147 Hartwell Hall, Brockport, NY 14420.

O = No evidence.

L = Developing. The Developing performance provides some evidence of the teacher candidate’s ability to plan, deliver, and assess an instructional sequence and then reflect on his or her instructional practices and the evidence of student learning as a guide to assist the teacher candidate to improve on his or her teaching practices and skills with guidance from the school-based teacher educator.

P = Proficient. The Proficient performance provides clear evidence of the teacher candidate’s ability to plan, deliver, assess and reflect on instructional practices to assist the teacher candidate in improving teaching skills and student learning. This ranking indicates that the teacher candidate has been successful in the student teaching placement.

E = Exemplary. The Exemplary performance provides clear, convincing and consistent evidence of the teacher candidate’s ability to plan, deliver, assess and reflect on an instructional sequence and use evidence of student learning as a guide to improve and grow professionally. This ranking should be reserved only for the most outstanding performance of the teacher candidate.

Standards and Performance Indicators Adapted from INTASC Model Core Standards 1/1/10.
Standard 1: Knowledge of Subject Matter

<table>
<thead>
<tr>
<th>Mid Qtr.</th>
<th>End Qtr</th>
</tr>
</thead>
<tbody>
<tr>
<td>___Performance</td>
<td>___Performance</td>
</tr>
</tbody>
</table>

Understands the central concepts, tools of inquiry, and structures of the discipline and creates learning experiences that make these aspects meaningful for students.

**Performance Indicators:** Check (√) area(s) in need of improvement.

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Demonstrates appropriate knowledge of the discipline(s) and curriculum.
- Explains concepts and key ideas in multiple ways.
- Relates his/her disciplinary knowledge to other content areas.

Mid Qtr. Comments:

End Qtr. Comments:

---

Standard 2: Knowledge of Human Development and Learning

<table>
<thead>
<tr>
<th>Mid Qtr.</th>
<th>End Qtr</th>
</tr>
</thead>
<tbody>
<tr>
<td>___Performance</td>
<td>___Performance</td>
</tr>
</tbody>
</table>

Understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

**Performance Indicators:** Check (√) area(s) in need of improvement.

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Assesses and applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities.
- Assesses and links prior learning to make connections to students’ experiences, providing opportunities for active engagement, manipulation and testing of ideas and materials.
- Applies knowledge of theories of learning in planning, implementing and assessing student learning.

Mid Quarter Comments:

End Quarter Comments:
Standard 3: Adapting Instruction for Individual Needs

<table>
<thead>
<tr>
<th></th>
<th>Mid Qtr.</th>
<th>End Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Performance</td>
<td>___ Performance</td>
<td></td>
</tr>
</tbody>
</table>

Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Performance Indicators:** Check (√) area(s) in need of improvement.

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
| Designs and implements individualized learning experiences based on learning styles, strengths, and needs of students.
| Connects learning experiences to students' prior experiences, family, culture, and community.
| Is aware of appropriate services or resources to meet exceptional learning needs and identifies when and how to utilize these services.
| Creates a learning community in which individual, social, and cultural differences are respected and valued.
| Holds high expectations for all students.

Mid Qtr. Comments:

End Qtr. Comments:

---

Standard 4: Multiple Instructional Strategies

<table>
<thead>
<tr>
<th></th>
<th>Mid Qtr.</th>
<th>End Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Performance</td>
<td>___ Performance</td>
<td></td>
</tr>
</tbody>
</table>

Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Performance Indicators:** Check (√) area(s) in need of improvement.

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
| Selects appropriate teaching strategies and materials to accommodate different instructional purposes and student needs.
| Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.
| Varies her or his role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of the students.
| Monitors and adjusts strategies in response to student feedback.
| Communicates learning goals to students.

Mid Qtr. Comments:

End Qtr. Comments:

---

Rubric: (Place on line next to standard) O=No evidence  L=Developing  P=Proficient  E=Exemplary

First placement evaluations are due February 23 and March 15. Second placement evaluations are due April 12 and May 10.
Standard 5: Classroom Motivation Skills and Management

Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Performance Indicators:** Check (√) area(s) in need of improvement.

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creates a classroom climate of openness, mutual respect, support and inquiry.</td>
</tr>
<tr>
<td></td>
<td>Encourages positive social interaction, active engagement in learning, and self-motivation.</td>
</tr>
<tr>
<td></td>
<td>Manages time, space, transitions, and activities effectively.</td>
</tr>
<tr>
<td></td>
<td>Engages students in decision-making.</td>
</tr>
<tr>
<td></td>
<td>Encourages all students to set, monitor, and adjust learning goals and behaviors.</td>
</tr>
<tr>
<td></td>
<td>Establishes and clearly communicates parameters for student classroom behavior.</td>
</tr>
<tr>
<td></td>
<td>Manages discipline problems in accordance with the administrative regulations of the school.</td>
</tr>
</tbody>
</table>

Mid Qtr. Comments:

End Qtr. Comments:

Standard 6: Communication Skills

The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

**Performance Indicators:** Check (√) area(s) in need of improvement.

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Models effective communication strategies in conveying ideas and information and in asking questions.</td>
</tr>
<tr>
<td></td>
<td>Supports and expands learner expression in speaking, writing, and other media.</td>
</tr>
<tr>
<td></td>
<td>Gives directions that are clear, concise, and reasonable.</td>
</tr>
<tr>
<td></td>
<td>Uses a variety of media communication tools.</td>
</tr>
<tr>
<td></td>
<td>Practices active listening.</td>
</tr>
<tr>
<td></td>
<td>Uses technology as an integral part of instruction.</td>
</tr>
</tbody>
</table>

Mid Qtr. Comments:

End Qtr. Comments:

Rubric: (Place on line next to standard)  O=No evidence  L=Developing  P=Proficient  E=Exemplary

First placement evaluations are due February 23 and March 15. Second placement evaluations are due April 12 and May 10.
### Standard 7: Instructional Planning Skills

Plans instruction based upon knowledge of subject matter, students, community, curriculum goals, and state standards.

**Performance Indicators:** Check (√) area(s) in need of improvement.

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Selects and creates learning experiences that are appropriate for curriculum goals and state standards, relevant to students, and based upon principles of effective instruction.
- Creates learning experiences that operate at multiple levels to meet the developmental and individual needs of diverse students.
- Evaluates and adjusts long- and short-term goals to meet student needs and to enhance learning.

**Mid Qtr. Comments:**

**End Qtr. Comments:**

### Standard 8: Assessment of Student Learning

Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the student.

**Performance Indicators:** Check (√) area(s) in need of improvement.

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, standardized tests) to enhance her or his knowledge of students, evaluate their progress and performances, and modify teaching and learning strategies.
- Involves students in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs, and progress, and to encourage them to set personal goals for learning.
- Collects information through observation of classroom interactions, questioning, and analysis of student work to monitor and evaluate instruction.
- Maintains records of student work and performance and communicates student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

**Mid Qtr. Comments:**

**End Qtr. Comments:**

---

Rubric: (Place on line next to standard)  O=No evidence  L=Developing  P=Proficient  E=Exemplary

*First placement evaluations are due February 23 and March 15. Second placement evaluations are due April 12 and May 10.*
Standard 9: Professional Commitment and Responsibility

The teacher is a reflective practitioner who continually assesses the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Performance Indicators: Check (√) area(s) in need of improvement.

1st  2nd

___ ___ Applies a variety of self-assessment and problem-solving strategies for reflecting practice.

___ ___ Seeks out professional literature, colleagues and other resources to support his/her own development as a learner and a teacher.

___ ___ Demonstrates professional responsibility by completing duties promptly and accurately.

___ ___ Demonstrates enthusiasm and initiative.

___ ___ Acts in a professional, and ethical manner.

Mid Qtr. Comments:

End Qtr. Comments:

Standard 10: Partnerships

The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well being.

Performance Indicators: Check (√) area(s) in need of improvement.

1st  2nd

___ ___ Participates in collegial and extracurricular activities.

___ ___ Talks with and listens to students, is sensitive and responsive to clues of distress, and seeks appropriate help as needed.

___ ___ Practices professional ethical standards and demonstrates an understanding of laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

___ ___ Seeks opportunities to develop respectful relationships and cooperative partnerships with the parents and guardians of students.

___ ___ Identifies and uses school and community resources to foster student learning and development.

Mid Qtr. Comments:

End Qtr. Comments:

Rubric: (Place on line next to standard)  O=No evidence  L=Developing  P=Proficient  E=Exemplary

First placement evaluations are due February 23 and March 15. Second placement evaluations are due April 12 and May 10.