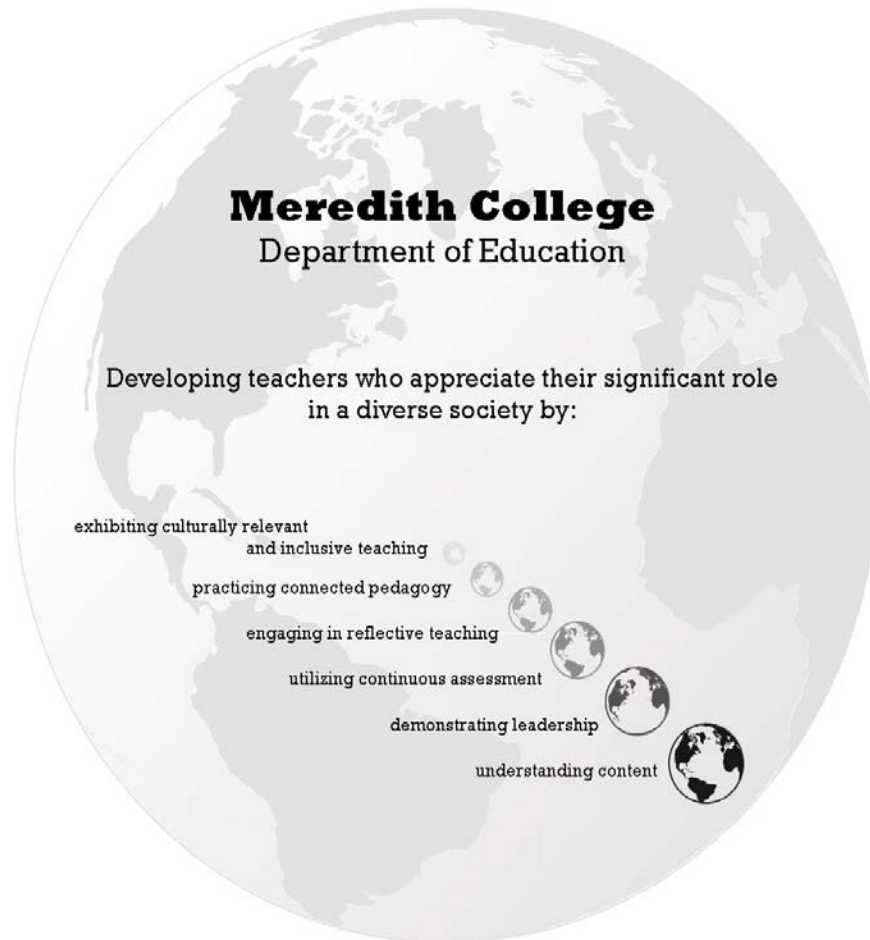


DANCE EDUCATION (K-12) REPORT



MEREDITH COLLEGE

Prepared for NCATE/NCDPI visit October 20-24, 2007

Sherry B. Shapiro, Ed.D. Coordinator of Dance Licensure

shapiros@meredith.edu

<http://www.meredith.edu/dance-theatre/dance>

Toni Parker, NCDPI Coordinator

parkerw@meredith.edu

<http://www.meredith.edu/education>

Table of Contents
Dance Education K-12
Specialty Area Report

| Section | Page |
|--|-------------|
| Program Overview | 3 |
| Conceptual Framework | 9 |
| Standard 1: Candidate Knowledge, Skills, and Dispositions | |
| Core Standards | 23 |
| Diversity Standards | 30 |
| Technology Standards | 37 |
| Specialty Area Standards – Dance Education | 43 |
| Candidate Work with Families and Communities | 57 |
| Standard 1A: Undergraduate Qualifications | 58 |
| Standard 1B: Licensure-Only Students | 59 |
| Standard 2: Assessment System and Evaluation | 60 |
| Standard 3: Field Experiences and Clinical Practice | 69 |
| Standard 4: Diversity | 75 |
| Standard 5: Faculty Qualifications, Performance, Development | 86 |
| Standard 5A: Faculty Assignment | 89 |
| Standard 6: Program Governance and Resources | 96 |
| Standard 6A: Working Conditions | 102 |

Dance Education Program (K-12)

Program Overview

The Dance Education program offers a course of study leading to licensure for Dance Education K-12.

The Dance Education Program is housed in the Department of Dance and Theatre which is in the School of the Arts. Graduates of the K-12 dance education program at Meredith College receive a Bachelor of Arts Degree in Dance with a concentration in dance education. Students are prepared to teach through both a core curriculum in dance and a concentration in dance education. Combining the two areas provides an on-going learning experience for dance students who become exceptionally prepared in dance knowledge, skills and teaching. Through their program of study, the student is engaged in the philosophical, theoretical, and historical/cultural aspects of dance, while simultaneously developing her skills as a dancer and teacher. In the dance education courses, students are encouraged to integrate the theoretical with the experiential, to connect thinking and doing. Particularly, students are engaged in a two-year process through their methods and field teaching experiences where they continually integrate observations, reflections, and discussions of the teaching-learning process while becoming knowledgeable and skillful as both dancer and teacher. Along with the dance core and dance education concentration, students also complete the professional education courses concluding their program of study with field teaching and internship experiences. This well designed and in-depth preparation provides students with strong content knowledge, numerous supervised and reflective experiences in field observations and teaching, as well as opportunities to develop as an artist. The main components of the dance licensure program are aligned with the NCDPI and INTASC Standards.

Levels Offered

Initial Licensure in K-12 Dance.

Special Characteristics

The program of study in dance is designed to provide meaningful learning experiences which consistently relate theory to practice in a process which emphasizes 1) reflective and creative thinking; 2) critical understanding of the intersectionality between the educator and her world; and 3) the moral and ethical dimensions found within the teaching-learning situation. Working within a framework of feminist pedagogy, students are encouraged to model teaching that encourages questioning, interpretation, relational knowing, synthesis, imagination and creativity. Inherent in this process is self-directed growth and the ability to assume educational leadership and engaged citizenship.

Since 2001, there has been a major change in terms of the location of our program. We are now configured in the newly designed “Dance and Theatre” Department rather than in the Health, Recreation and Dance Department, which no longer exists. Not only did we become a new

department, but we also became one of the departments within the newly developed School of the Arts which included dance, music, theatre and visual art. With this change we have been able to seek new ways to integrate dance and theatre in support of both licensure programs (Dance and Theatre). This year we are in the process of re-writing curriculum. In 2003 we added DAN 350 Movement Fundamentals II (3) replacing ESS Kinesiology in our core curriculum. This course allowed us to better focus on the fundamentals of movement in ways that assist students understanding of skills, expression and assessment. This knowledge content assists students in meeting standards as dance educators.

Program of Study

1. Program requirements

The curriculum for prospective teachers of dance consists of general education classes and a major in dance with a concentration in dance education which is made up of a sequential program of coursework and field experiences. Students complete 44 credit hours in the dance core curriculum, and 37 credit hours in the dance education concentration. Of the 37 hours, 25 hours are in the professional education curriculum. All requirements are listed in the undergraduate catalogue, on the [Meredith web site](#) and in the teacher education materials. The mission and learning objectives of the department, which include those for teachers, are also explicitly stated.

Throughout all courses attention is given to the dancer as a teacher. Students are encouraged to be reflective observers of the education process in their classes while at the same time completing requirements for classes. Students engage in a variety of methodologies of learning and teaching in their curricular program encouraging the development of their capacity to provide multiple teaching strategies for the diverse learning styles of their students. As a dance program, we can focus on more than the typical mediums and methods used for learning. Here, we are able to focus on movement and the body as a modality of learning. Utilizing critical and creative thinking strategies, students go beyond lower levels of thinking and engage in higher thinking skills which include interpretation, analysis, and synthesis, imagining and creating. Following is the curriculum map for their program of study.

Table 1 – Required Courses – General Education – 9 hours

| COURSE NUMBER | COURSE TITLE | CREDIT HOURS |
|--------------------|---|--------------|
| PSY 210 or PSY 310 | Developmental Psychology or Child and Adolescent Psychology | 3 |
| PSY 312 | Psychology of Exceptional Individuals | 3 |
| SOC 335 | Race and Ethnic Relations | 3 |

Table 2: Core Courses in the Dance Major – 44 Credit Hours

| COURSE NUMBER | COURSE TITLE | CREDIT HOURS |
|---------------|-----------------------|--------------|
| DAN 150 | Perspectives In Dance | (1) |

| | | |
|---|--|------|
| DAN 159 | Improvisation I | (2) |
| DAN 250 | Movement Fundamentals | (2) |
| DAN 255 | Movement Fundamentals Lab | (1) |
| DAN 350 | Movement Fundamentals II | (3) |
| DAN 257 | Music for Dance | (2) |
| DAN 200 | Dance in Society | (3) |
| DAN 256 | Composition I | (3) |
| DAN 352 | Dance Repertory | (2) |
| DAN 356 | Dance Composition II | (3) |
| DAN 359 | Dance History | (3) |
| Dance Technique -- total of 10 credits to include: | | |
| <ul style="list-style-type: none"> ▪ Modern II, III, and/or IV (4 hrs.) ▪ Ballet II, III, and/or IV (2 hrs.) ▪ Jazz II, III, and/or IV (1 hr.) ▪ Technique Electives (3 hrs.) (Dance Education should include DAN 152, Folk and Square) | | |
| HED 282 | Care and Prevention of Movement Injuries | (2) |
| BIO 322/342 | Anatomy & Physiology | (4) |
| THE 246 | Lighting and Sound | (3) |

Table 3: Curriculum for Dance Education Concentration – 12 Credit Hours

| COURSE NUMBER | COURSE TITLE | CREDIT HOURS |
|---------------|---|--------------|
| DAN 355 | Creative Arts Touring Company | (2) |
| DAN 357 | Creative Arts Touring Co. Assistantship | (1) |
| DAN 761 | Theory and Methods of Teaching Dance K-6 | (3) |
| DAN 762 | Theory and Methods of Teaching Dance 7-12 | (3) |
| DAN 763 | Reflective Teaching | (3) |

Table 4: Professional Education Requirements – 16 Credit Hours

| COURSE NUMBER | COURSE TITLE | CREDIT HOURS |
|--|---|--------------|
| EDU 232 | Foundations of American Education | (3) |
| EDU 234 | Educational Psychology | (3) |
| EDU 241 | Introduction to Instructional Media Materials | (1) |
| EDU 440 | BLOCK-Seminar in Education | (1) |
| EDU 450 | BLOCK-Reading in the Content Area | (2) |
| EDU 490 | Observation and Directed Teaching | (6) |
| The courses below are recommended through advising and are taken by most music education students. They are not a part of the required curriculum. | | |
| EDU 450 | BLOCK-Adolescent Behavior or | 3 |
| EDU 467 | BLOCK-The Secondary School | |

Dance Standards Matrix follows on the next page:

| Courses | DAN 150 | DAN 156 | DAN 159 | DAN 200 | DAN 250 | DAN 255 | DAN 256 | DAN 257 | DAN 350 | DAN 352 | DAN 355 | DAN 356 | DAN 357 | DAN 359 | DAN 253, 353, 453 | DAN 251, 351, 451 | DAN 254, 354, 454 | DAN 761 | DAN 762 | DAN 763 | EDU 232 | EDU 234 | EDU 241 | EDU 440 | EDU 450 | EDU 490 | PSY 210 or 310 | PSY 312 | SOC 335 | HED 282 | BIO 322 & 342 | THE 246 | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------------------|-------------------|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------------|---------|---------|---------|---------------|---------|---|--|
| Dance Standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.Dance Teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills, and processes of dance included in the K-12 curriculum | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| 2.Dance teachers must physically demonstrate the skills and processes of dance | | X | X | | X | X | X | | | X | X | X | | | X | X | X | X | X | X | | | | | | X | | | | | | | X | |
| 3.Dance teachers know the value and application of assessment | | X | X | | X | X | X | | X | X | | X | X | | X | X | X | X | X | X | | | | | | X | | | | | | | | |
| 4.Dance teachers demonstrate an understanding of the cog, phys, and emot dev. of students | | | | | | | | | | | | | | | | | | X | X | X | | X | | | | X | X | X | | X | X | | | |
| 5.Dance teachers guide students to create dance for personal and purposeful expression | | | X | | | | X | | | | X | X | X | | | | | X | X | X | | | | | | X | | | | | | | | |
| 6.Dance teachers create and manage an envir that is supportive, congenial and purposeful, contributing to the active engagement of students | | | | | | | | | X | | | X | X | | | | | X | X | X | | | | | | X | | | | | | | | |
| 7.Dance teachers effectively employ multiple strategies to engage students and encourage creativity | | | | | | | | | | | X | | X | | | | | X | X | X | | X | | | X | X | | | | | | | | |
| 8.Dance Teachers identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning | | | | X | | | | X | | | | | | X | | | | X | X | X | X | | X | | X | X | X | X | | | | | | |
| 9.Dance teachers understand how to sequence and modify instruction to aid student understanding and mastery of dance | | | | | | | | | | | X | | | | | | | X | X | X | | | | | X | X | | | | | | | | |
| 10.Dance teachers know how to assess what their students have learned | | | | | | | | | | | | | | | | | | X | X | X | | | | | | X | | | | | | | | |
| 11.Dance teachers celebrate diversity, practice equity and fairness, and use the tolerance and acceptance of others | | | | X | | | | | | | | | | | | | | X | X | X | | | | | | X | | X | X | | | | | |
| 12.Dance teachers adapt instruction and design curriculum to meet the ind needs of their students | | | | | | | | | | | | | | | | | | X | X | X | X | | | | | X | | | | | | | | |
| 13.Dance teachers model attitudes and behaviors that reflect professional and ethical standards. | | | | | | | | | | | | | X | | | | | X | X | X | X | | | | | X | | | | | | | | |
| 14. Dance teachers model self-direction, self-discipline, and self-evaluation. | | | | X | | | X | | | X | | | X | | X | X | X | X | X | X | X | X | | X | | X | | | | | | | | |
| 15: Dance teachers interact effectively with school and civic communities, and serve as advocates for quality dance education. | | | | | | | | | | | | | X | | | | | X | X | X | | | | | | X | | | | | | | | |

Program Goals

Licensure in Dance K-12 is an integral part of the Department of Dance and Theatre which offers a Bachelor of Arts Degree in Dance. The goal of the licensure program in dance is to provide a program which includes dance knowledge, teaching knowledge and self knowledge. The program is designed to provide learning experiences which consistently relate theory to practice in a process which emphasizes 1) reflective and creative thinking; 2) critical understanding of the interrelationships between educator and the larger world; and 3) the moral and ethical dimensions found within the teaching-learning context. It is a model for teaching which encourages questioning, critique, and affirmation of human potential, and the ability to use dance as a modality for learning and expression. Inherent in this process is self-directed growth and the ability to assume educational leadership. As such, the goals of the K-12 dance licensure curriculum are to ensure competencies in teaching dance by preparing prospective Dance teachers who:

- Demonstrates the ability to form, perform and produce dance;
- Apply content knowledge to plan classes to include goals, objectives, activities and assessment for dance curriculum correlated to standards and appropriate to developmental level and diversity of students;
- Demonstrate an integration of underlying principles of dance education in a written statement stating their philosophy of teaching and explain what the inherent educational values are;
- Understand and demonstrates the role of technology in the classroom and studio;
- Adapt instruction and design curriculum to meet the needs of all of their students;
- Use knowledge and experiences to develop reflective thinking about teaching and learning; and
- Value continued professional development.

The goals of the Dance Licensure Program support the goals of the School of Education. The Department of Education is committed to the development of reflective practitioners able to evaluate critically the purposes of education and develop their own philosophy of education; explore and evaluate understanding of the nature of the learner and the learning process; design curriculum that reflects their philosophy of education, their understanding of the learner, the learning process, and the culture of schooling; meet the needs of linguistically, socio-economically, and culturally diverse school populations; explore the philosophical, cultural, and educational implications of current education technologies and their potential value in contemporary classrooms; be teacher-researchers; work creatively and effectively with the content area of the school curriculum; and assume leadership roles in working collaboratively with teacher colleagues to improve the system of public education.

Courses in the Department of Education are designed to provide the developing teacher, aspiring social worker, or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. The courses and fieldwork prepare students to be teachers who:

- Transform Content Knowledge by building on and integrating knowledge and skills learned in the liberal arts and in the majors with professional knowledge, skills, and dispositions of professional educators.
- Provide Leadership by participating in and forging community-school partnerships, collaborating with colleagues, and structuring schools/classrooms as communities of learners.
- Practice Culturally Relevant Teaching by maintaining high expectations for all students, adapting instruction to support the learning of all students, and celebrating the diversity that all students bring to the learning environment.
- Practice Teaching Strategies that are Personal and Focused on Individuals by understanding student development and learning; adapting instructional strategies to address individual differences and learning preferences; and construct caring contexts that support student exploration and learning.
- Engage in Reflective Teaching by continuously assessing themselves as educators; by adjusting teaching based on reflection; and by participating in continuing staff development and professional organizations.
- Conduct Continuous Assessment by implementing informal and formal assessments, maintaining sound records of student development; interpreting assessments appropriately based on current knowledge about bias and about the limits of forms of assessment; communicating with students and families; and using this information to plan for teaching.

Toward this end, in courses and in fieldwork, students can expect to: actively observe, describe, reflect, analyze, connect, communicate, and act with increasing competence as a teacher.

Program Coordinator

Dr. Sherry B. Shapiro, a full time professor in the Department of Dance and Theatre is the program coordinator, methods professor and field teaching and internship supervisor. In collaboration with the School of Education she oversees the program's operation. She also serves as the Director of Women's Studies and teaches in that program, and advises students in the Women's Studies major.

Other Dance Education Faculty

There are no other full time licensed faculty who teach methods courses in our program. Cindy Hoban, a practicing licensed dance educator, is hired as an adjunct to teach methods classes when the program coordinator is unable to teach classes.

Aggregated PRAXIS II pass rates for specialty area since last visit. (DOE)

The area of dance is not included in the PRAXIS II.

Number of Program Completers since Last Visit

| 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|------------|------------|------------|-----------|-----------|------------|
| 100% (n=2) | 100% (n=5) | 100% (n=2) | 0 | 100%(n=1) | 100% (n=1) |

Number of Candidates currently enrolled and admitted to the program.

1 Admitted; and 6 Declared; and 1 lateral entry

Enrollment trends.

We continue to have a steady but low number of graduates of our program. Generally we have two graduates a year. The program is currently in a low trend for enrollment. We found that with the change in the state policy for obtaining dance licensure which enables students to have a bachelor's degree and meet a low level of course requirements in dance, students are choosing to either go this route, or get a degree in dance and enter teaching as a lateral entry teacher. Because the dance licensure program provides an intense program developing knowledge and skills in both dance and teaching the requirements are more difficult to achieve than the other routes students have available to them and which lead to employment .

All graduates of the licensure program have had the option of employment in public school positions in dance. Despite the dip in enrollment, we continue to get calls for from school principals requesting information about our recent dance education graduates, but often have to explain that they have all been hired already. There is clearly a strong demand for not only dance educators, but particularly for Meredith dance educators. If the state continues to offer avenues for licensure which demand less preparation and time, and principals continue to hire students without licensure, we will need to obtain resources and set up ways in which we can support he lateral entry teachers.

Conceptual Framework

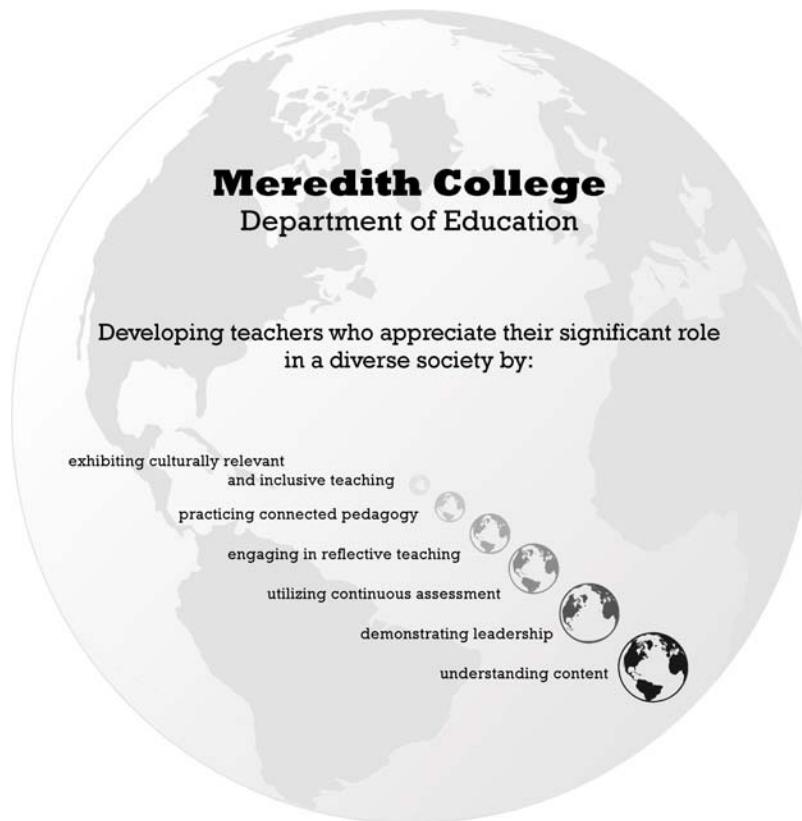
Our Conceptual Framework was developed by the professional community invested in teacher preparation at Meredith College including public school partners as well as Meredith faculty. The conceptual framework that guides the work of the Department of Education is research-based and is aligned with professional and state standards as illustrated by our initial licensure

alignment chart, advanced licensure alignment chart, [INTASC Standards](#), [NBPTS Standards](#), North Carolina Core, Diversity, and Technology Standards, and North Carolina Masters Standards. It embraces the vision of globalization set forth by both the College under [Vision 2010](#) and the [State Board of Education](#) and is focused on preparing teachers who are well-equipped to meet the needs of the diverse students found in our schools.

The Conceptual Framework is comprised of the following ideas, which guide course development and delivery and fieldwork experiences as well as teacher candidate and program assessment. The Department of Education prepares candidates to be teachers who will:

- **Exhibit culturally relevant and inclusive teaching.** Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students (Delpit, 2006; Gibson, 2004; Jenlink & Jenlink, 2005; Ladson-Billings, 1995, 2001; Ryan, 2006).
- **Practice connected pedagogy.** Teacher candidates understand that teaching and learning must be relevant to the students. As such they connect the content they teach to the lives of their students. Candidates lead student-centered classrooms designed with an understanding of their students' development and consideration of the needs of their students. They are able to design instruction to address individual differences and learning preferences, and when appropriate, respond to diversity in cultural practices and exceptionalities (Hamachek, 1987; Noddings, 2005; Rogers & Renard, 1999; Stears & Malcolm, 2005).
- **Engage in reflective teaching.** Teacher candidates believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Teacher candidates are able to engage in reflection not only within their own classroom but also within a community of professionals who have the common goal of improving student learning (Dewey, 1933; Schon, 1987; Sneed, 2005; Valli, 1993, 1997; Zeichner, 1996).
- **Utilize continuous assessment.** Teacher candidates are knowledgeable in the use of formal and informal assessment and use this data to inform instruction. They are able to use a variety of authentic and traditional forms of assessment to determine their students' understanding and are able to interpret this information and use it to meet the instructional needs of each student. Teacher candidates know how to use appropriate technology in both collecting assessment data and recording that data for analysis (Alexandrin, 2003; Guskey, 2001; Otero, 2006; Quintero & Cooks, 2002).

- **Demonstrate leadership.** Teacher candidates demonstrate the professional dispositions necessary to become teacher leaders. They provide leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring classrooms as communities of learners (Lieberman & Miller, 2004; Middlebrooks, 2004; Patterson, 2001; Sherrill, 1999; Wynne, 2001).
- **Understand content.** Teacher candidates demonstrate strong content knowledge learned in their general education and liberal arts or professional majors and are able to combine that content knowledge with professional knowledge of pedagogy and best practices. They are able to utilize technology effectively in both helping students understand content as well as expanding their own content knowledge. In addition, teacher candidates are able to connect content to the student's community, and understand how cultural diversity and diversity in learning needs can interact with content understandings (Bain & Mirel, 2006; Gudmundsdottir, 1990; Osana, Lacroix, Tucker, & Desrosiers, 2006; Shulman, 1986).



Changes to Conceptual Framework

The basic components of the Conceptual Framework as last revised in 2000-2001 have not been changed. Our campus and public school communities continue to believe that the ideas represented in the Conceptual Framework are both relevant and desirable for both our initially licensed teacher candidates and the experienced teachers we serve in our masters programs. The

Conceptual Framework paper has been updated to reflect current literature and to clarify our meaning in some areas. These revisions were reviewed by Department of Education faculty.

In the fall of 2004 and spring of 2005, we requested that cooperating teachers provide us with feedback on both the importance of each component of the Conceptual Framework and the extent to which they believed we were meeting each goal. These surveys confirmed for us that our public school partners share our beliefs regarding the continued appropriateness of our conceptual framework.

Based upon feedback from our faculty both within the department and across the College, however, we redesigned its visual representation. Working with a Meredith College graphic design student during the summer of 2006, we updated our graphic to one that reflects our department's revised mission statement as well as our college's and our state's global emphasis. The new visual was shared with education and campus faculty before its formal adoption.

Shared Vision & Coherence

The Conceptual Framework embodies a vision of quality in teacher education and education in general that is based on the values of the college. It embraces a vision of teaching and learning that is relational, personal, and responsive to particular individual students and groups of students. It encourages innovative and rigorous practices that are responsive to the needs of students and the larger community. These are ideas that not only guide our work with teacher candidates, but form the basis for faculty student relationships and instruction across campus. It is shared with faculty, students, and school partners in a variety of ways including meetings, most course syllabi, our Teacher Education Handbook and our Internship Handbook for Teacher Candidates.

Our Conceptual Framework is firmly aligned with both our vision and mission statements, which were reviewed and revised during the spring and fall of 2006. This process ensured that our vision and mission statements are aligned with the College's [Vision 2010](#) plan as well as with our Conceptual Framework. It also strengthened our common sense of purpose as the statements were vetted and discussed by fulltime and adjunct education faculty, program coordinators and methods faculty across campus, undergraduate and graduate students, and community partners on our Teacher Education Committee. Our work led to the following vision and mission statements:

The Meredith College Department of Education seeks to become the premier teacher education program in the Southeast with a reputation that attracts intelligent, dedicated, and diverse students. To achieve this vision, the department will work collaboratively with a variety of professionals to develop and implement quality undergraduate and graduate programs that are innovative, responsive to the needs of public schools, and rigorous in both content and pedagogy. Our faculty will serve as leaders and role models and our graduates will be sought after nationwide as the best prepared in the field.

The mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to effectively teach all students. With a foundation in the

liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

Sharing common vision and mission statements as well as a common Conceptual Framework unites our undergraduate and graduate programs. It is appropriate given our small size and the fact that all of our programs lead to teaching licenses (either initial or advanced). While expectations regarding our candidates' facility with the components of the Conceptual Framework vary for the two levels of study, our students, both graduate and undergraduate, receive the same message from us about what is important.

Professional Commitments and Dispositions

The Department of Education has adopted the following statement which conveys our professional expectations to our students. This statement appears in all education and methods syllabi as well as in our Teacher Education Program Handbook and our Internship Handbook for Teacher Candidates.

We, at Meredith, are very proud of the professional educators we graduate. Becoming a professional is a process that involves more than just coursework; it also involves the continual development of behaviors and attitudes that will enable a person to make a strong positive contribution to the teaching profession. We expect the following:

A respect for the people with whom you are working: While on campus this is reflected in classroom behaviors such as attending classes regularly and on time, notifying the instructor of absences and turning in adequately prepared work in a timely fashion. Such standards should also be maintained while conducting fieldwork.

A respect for the diversity represented by the people with whom you are working: This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to all people and openness to other cultures and ideas.

An awareness of the significance of the individual's role in social interactions: This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

A consistent demonstration of professional behavior: This is reflected in such behaviors as assuming responsibility for behavior, demonstrating initiative, displaying enthusiasm and a positive attitude toward professional responsibilities, and a willingness to make ethical decisions.

Candidate dispositions are evaluated at multiple points during their progression through initial licensure programs: at admission, before the internship and again at the end of the internship. Advanced licensure students are expected to have developed these dispositions already in their careers. Any shortcomings are handled on an individual basis.

Commitment to Diversity

Meredith College is committed to diversity as reflected in the [Vision 2010](#) plan, in the curriculum, in college programs, and in its organizational structure. The [CORE Curriculum](#) of the new [General Education](#) program begins with a common freshman level class titled “*Context of Culture*” that examines cultural identity in the United States. The intermediate level course emphasizes cultural connections and cross-cultural perspectives. The senior level course explores global perspectives through inquiry into questions of global importance. One way in which students can fulfill the intermediate level CORE requirement is to study abroad. The number of students participating in the [Study Abroad](#) program has increased significantly (from 82 in 2000-01 to 137 in 2006-07) over the last six years and the college continues to look for ways to further increase these numbers. Our teacher candidates have been directly affected in that the college has begun to include a study abroad experience in the package of financial support it gives to all incoming Teaching Fellows. As of August, 2007, 59 Teaching Fellows have benefited from this experience, some of them more than once. The [Diversity Council](#) was formed in January 2004 as a result of a recommendation from the President’s Diversity Task Force with the explicit charge of facilitating Meredith’s diversity initiatives with a special emphasis on increasing the diversity of our students, faculty and staff; researching, identifying and implementing diversity training opportunities for the Meredith community; identifying programs, services and facilities that will make Meredith a more welcoming environment; identifying diversity resources, and evaluating Meredith’s progress towards its diversity goals. The [Student Government Association](#) also maintains an active [Unity Council](#) which works to increase diversity education and awareness on campus through open forums and sponsored programs. These initiatives have helped to increase the College’s enrollment of diverse students from 12 percent in the fall of 2001 to 23 percent in the fall of 2006.

The Department of Education further supports this commitment to diversity, which is both explicitly and implicitly evident throughout our conceptual framework. First, culturally relevant and inclusive teaching is one of the six dimensions of quality teaching articulated in the framework. Furthermore, each of the dimensions includes understandings, practices, and dispositions related to diversity. Additionally, one of our professional expectations is a “respect for the diversity represented by the people with whom you are working.” As noted above, these dispositions are monitored throughout the candidate’s program. Our partner schools have been selected to help ensure that our candidates have broadly defined diverse experiences. Our initial teacher candidates must either successfully complete the full CORE sequence and/or take [SOC 335, Race and Ethnic Relations](#), as part of their required program of study. In addition to study abroad experiences, candidates can fulfill the intermediate CORE requirement by taking a section of EDU 232, Foundations of American Education, that is linked with [SOC 273, Education and Family in Mexico](#). At the graduate level, both EDU 620, Education and Society, and EDU 625, Inclusion in the General Classroom, have diversity as a primary focus. In addition, the entire ESL sequence addresses culturally and linguistically diverse students.

Commitment to Technology

Our commitment to technology is also evident across the college, within our Conceptual Framework, and throughout our programs. The Meredith College [Technology Initiative](#) began in

2001-02. This initiative provides laptops and technology training to all incoming first year students and a second laptop in their junior year that the students are then able to take with them when they graduate. Most of the campus is wireless. Technology continues to be a priority as evidenced in the college's [Vision 2010](#) plan. Demonstration of basic computer competencies has been added to the [General Education requirements](#) of the college and each department on campus is in the process of developing appropriate advanced competency requirements.

All teacher candidates, both initial and advanced, complete numerous technology-enhanced presentations and projects in their Education classes and nearly all Education classes use Blackboard to support instruction. In response to concerns raised by students during our last accreditation visit, EDU 241, *Introduction to Instructional Media*, was redesigned around the North Carolina Technology Standards, which are based on the [NETS-T technology standards](#). Additionally, teacher candidates are required to demonstrate technology use as well as complete an electronic portfolio during their internship. Most of our advanced licensure students take EDU 605, *Design and Evaluation of Instructional Materials*, and all use technology in a variety of course assignments.

Dance Education and the Conceptual Framework

The dance education program supports and expands the Conceptual Framework in a myriad of ways. The coursework ensures that candidates have an **understanding of content** through study of the theoretical, historical and social aspects of dance, knowledge of the body, knowledge and skills in dance technique, as well as educational theory. A thorough sequence of dance improvisation, composition, performance and production ensures that students learn to identify and construct dance. Students demonstrate content knowledge as they develop and implement and evaluate lesson plans and teaching. Performance skills are developed through technique and repertory classes while production skills are developed through courses which demand accomplishing technical theatre skills.

Meredith students **demonstrate leadership** both within the department and throughout the college. In dance opportunities for students include:

Performance and Leadership Opportunities in Dance

DanceWorks, the Dance Program's Spring concert, is open to all Meredith Students. Student choreographers hold auditions, rehearse twice weekly, and meet with a faculty advisor on a regular basis. Faculty and guest artists create work in Repertory classes that are open to all Meredith students.

Creative Arts Touring Company provides an interdisciplinary experience for arts education licensure students, including Dance, Theatre, Art, and Music, through the creation and performance of integrative arts lecture-demonstrations for public school students.

Meredith Dance Theatre is modern-based student company that performs faculty, guest artist, and student work in a main-stage concert each Fall, at campus and community events, and at the American College Dance Festival each Spring. Recent guest artists include Lisa Race, Bebe

Miller, Valerie Midgett, Peter DiMuro, and Katherine Ferrier. Auditions are held each Fall and Spring.

Meredith Tap Ensemble: Formed in Spring, 2006, the Meredith Tap Ensemble is a student organization that promotes tap performance. Involvement is by audition and performance venues include DanceWorks and other campus events.

Nu Delta Alpha (Dance Education Honor Society) recognizes students and professionals for High Achievements in Dance. The central goal of NDA is to express devotion to the art form by sharing, recognizing, and promoting dance education within schools and communities.

Dance education students also participate in the production of *High School Day of Dance*. This event engages around 160 high school students in a day of dance at Meredith. The dance education students participate as leaders for each school. Another opportunity, as described above, is to provide leadership for the Creative Arts Touring Company as they hold assistant positions. Many students hold leadership positions in other venues through the dance program such as Meredith Dance Theatre and Nu Delta Alpha, as described above, as well as positions on the campus. Candidates are mentored by dance faculty who model leadership and advocacy.

The dance faculty are leaders in their chosen field who hold office and work in their professional organizations at high levels. This involvement in professional development, advocacy and service to the field is observed by students and often involves them. It is hoped that this model influences students to consider their own role as leaders both in their communities and in the field of dance education in general.

Dance education students learn to use existing formal and informal, on-going and cumulative **assessment** strategies to inform instruction. They learn that a wide variety of assessment measures are optimal for learning in the dance classroom. They also learn to use both on-going and end product assessments as a way of assessing both the process and the product.

Dance education students learn that **reflection** is a key to self-understanding and is integral in improving the quality of their teaching and their comprehension of education as a social institution. Throughout their courses students keep reflective journals and write formal reflective papers. They also engage in reflecting upon their field observations, peer teaching and self teaching experiences. Students begin keeping materials for a portfolio, both electronic and hard materials, during their first methods course that will follow them throughout their college career and into the teaching profession. As students review these materials and add to the archive, they are encouraged to reflect on their growth as a dancer and a dance educator. Reflection is also a chief component of the internship semester. Each week, interns respond to reflection questions regarding their teaching-learning experiences and insights gained as teachers. It is intended that this on-going reflection makes this component necessary for teaching a daily habit.

In EDU 232 Foundations of American Education candidates study education as an institution and subsequently in EDU 234 Educational Psychology, they study ways in which all learners acquire information. Throughout the course of study, the dance education faculty seeks to provide students an integrated curriculum through which they can come to understand how dance

education is situated in the broader context of education and how dance can be a learned as a discipline in itself and, also as a modality or medium for learning other disciplines. In this way, dance education students experience linking **practice to pedagogy**.

Both the dance and the dance education curricula strive to exhibit culturally relevant and inclusive experiences for dance education students. Attention has been given to providing content and learning experiences which makes relevant the diversity of our world. We have recently updated the Dance Appreciation course to Dance in Society, added a World Dance Class to supplement the African Dance Class, while at the same time in the General Education program a CORE 400 class has been added to student requirements which must address our global society and connect the local to the global. With this background curriculum students are better able to engage issues of diversity and the global society as they look at them in relationship to dance education in their dance theory and methods classes. As such, dance education students learn how to include strategies to meet the needs of culturally diverse students, the needs of special populations, and how to “give voice” to the minority. Meredith dance education students recognize that they participate in a **diverse global community**.

| Alignment of Conceptual framework with Dance Education Program | | | | | |
|---|-------------------------------|--------------------------------------|--------------------------------------|------------------------------------|---|
| Understand Content | Demonstrate Leadership | Utilize continuous assessment | Engage in reflective teaching | Practice connected pedagogy | Exhibit culturally relevant and inclusive teaching |
| DAN 152 | DAN 256 | DAN 761 | DAN 761 | DAN 761 | DAN 155 |
| DAN 155 | Dan 257 | DAN 762 | DAN 762 | DAN 762 | DAN 156 |
| DAN 156 | DAN 259 | DAN 763 | DAN 763 | DAN 763 | DAN 200 |
| DAN 159 | DAN 350 | EDU 440 | EDU 440 | EDU 440 | DAN 355 |
| DAN 200 | Dan 352 | EDU 490 | EDU 490 | EDU 490 | DAN 357 |
| DAN 250 | DAN 355 | | | | DAN 761 |
| DAN 251 | DAN 357 | | | | DAN 762 |
| DAN 253 | DAN 356 | | | | DAN 763 |
| DAN 254 | THE 246 | | | | EDU 440 |
| DAN 255 | EDU 440 | | | | EDU 490 |
| DAN 256 | EDU 490 | | | | |
| DAN 257 | | | | | |
| DAN 259 | | | | | |
| DAN 350 | | | | | |
| DAN 351 | | | | | |
| DAN 352 | | | | | |
| DAN 353 | | | | | |
| DAN 354 | | | | | |
| DAN 355 | | | | | |
| DAN 356 | | | | | |
| DAN 357 | | | | | |
| DAN 359 | | | | | |
| DAN 451 | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| DAN 453 DAN 454 HED 282 BIO 322/342 THE 246 EDU 440 EDU 490 | | | | | |
|---|--|--|--|--|--|

| |
|---|
| Conceptual Framework Links-Xythos |
| Course Syllabi |
| Program Report 2006-07 |
| Review of Academic Offering |
| Student Leadership - Dance |

Program Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet the state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Initial Licensure Programs

Teacher preparation at Meredith College is embedded in a liberal arts context; Meredith College undergraduate teacher candidates in science education develop content knowledge as they fulfill general education requirements; major requirements in an academic discipline, either biology or chemistry; and, general professional education and methods courses. Licensure only applicants submit transcripts, which are reviewed before admission, to ensure that programs of study are designed to include all necessary courses. All courses for initial preparation are aligned with state licensure standards as required by the State Board of Education.

General Education. All undergraduate students at Meredith College are required to complete Meredith’s general education curriculum, entitled *Making Connections – Making a Difference*. The General Education program encourages students to develop a breadth of skills and knowledge for the 21st century, to serve their communities through civic engagement, and to become independent and lifelong learners. Students combine Core Curriculum courses and Fields of Knowledge courses to meet most academic criteria.

- **The Core Curriculum** (18-24 hours) includes the three culture-focused [CORE](#) courses, English composition, English literature, History, and Religion.
- **Fields of Knowledge** (32-46 hours) are comprised of: (1) Data Analysis, Abstract Reasoning, and Problem Solving – a mathematics course and an approved Quantitative elective, (2) World Cultures and Languages – demonstrated competency or 12 hours in a foreign language, an approved Literature elective, and an approved Cultural Perspectives elective, (3) Scientific Literacy – a lab science course, an approved Science in Society

course, and a Social/Behavioral Science course, (4) Aesthetics and the Arts – three credits in art, dance, music, or theater, and (5) Health and Physical Learning – four to six credits in physical education or dance activity courses and a Health Education course.

1. Provide evidence that the candidates meet the core standards.

The Dance Education program at Meredith College meets the Core Standards set for all teacher education programs. It takes into consideration the state, national, and professional standards in preparing dance educators. Standards outlined by the North Carolina Department of Public Instruction and the Interstate New Teacher Assessment and Support Consortium (INTASC) guide our program requirements.

All students in the initial licensure program for dance education complete 81 credit hour program of study. Students receive a Bachelor of Arts in Dance with a Concentration in Dance Education and a K-12 License in Dance.

- Prior to admission to teacher education, students must pass the PRAXIS I in reading, writing and Mathematics, or meet the SAT requirements. Following is a list of dance education student scores:

| Program Completion Data – Dance Education Candidates 2002-2006 | | | | |
|--|------------------------|-------------------|---------------|----------------|
| Semester of Completion | PRAXIS I Average Total | CBT Average Total | GPA Admission | GPA Completion |
| N= 2 Fall 01-Spring 02 | 549 | | 3.70/4.0 | 3.69/4.0 |
| N=4 Fall 02-Spring 03 | 538 | 976 | 3.1/4.0 | 3.29/4.0 |
| N=1 Fall 03-Spring 04 | 533 | | 2.98/4.0 | 3.16/4.0 |
| N=2 (1 lateral entry) Fall 04–Spring 05 | 533 | | 2.72/4.0 | 2.85/4.0 |
| N=1 Fall 05 – Spring 06 | 537 | | 2.78/4.0 | 2.97/4.0 |
| N=1 Fall 06 – Spring 07 | 535 | | 3.3/4.0 | 3.47/4.0 |

- Dance Education students must take a series of three methods courses; DAN 761 Theory and Methods of Teaching Dance, K-6, DAN 762 Theory and Methods of Teaching Dance 7-12 and DAN 763 Reflective Teaching. These courses are offered every three semesters.
- Dance Education students must maintain cumulative GPA of 2.5 overall and in the dance major and an overall GPA of 2.0.
- Each methods course is taught by a licensed faculty member who addresses the specific content competencies in dance education as required by the state of North Carolina. This is measured in each course.
- All candidates are observed and assessed by both their cooperating teaching and their supervising teacher. The assessment used is standard throughout the education program

and aligns with the SOE conceptual framework and goals and the goals of the dance education program.

Evidence shows that the Meredith College dance education teacher candidates know and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. As listed above, multiple assessments are used to evaluate these areas of competence in teacher candidates. Then, program completers are asked to reflect on their knowledge, skills, and dispositions as they move into the workforce and after having teaching experience. All general professional education and methods courses are fully aligned with INTASC, as are our Professional Teaching Portfolio assessment and Teacher Candidate Evaluation Rubric (TCER), which is used to evaluate the student interns. Table 1.1 shows the alignment of the learning outcomes for all teacher candidates as assessed by the Teacher Candidate Evaluation Survey (TCER), the Conceptual Framework, the dispositions expected of all teacher education candidates, the Core, Diversity, and Technology Standards, and NCATE Standard.

Table 1.1 Alignment of TCER/INTASC Standards, Conceptual Framework, Dispositions, NCATE Standard 1, and North Carolina Core, Diversity & Technology Standards for Initial Licensure Candidates

| Learning Outcomes: INTASC Standards (TCER) The teacher candidate... | Conceptual Framework | Dispositions | NCATE Standard 1 * | NC Core Standards for all teachers ** | NC Core Diversity Standards | NC Core Technology Standards |
|--|---|--|-----------------------|--|-----------------------------|------------------------------|
| 1. Understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful to students. | Understand content Practice connected pedagogy | | CK, PCK | 1 | 1 | 1, 6 |
| 2. Understands how children learn and develop, and creates learning opportunities to support their intellectual, social, and personal development. | Exhibit culturally relevant and inclusive teaching | Respect for people | PPKS | 2, 4, 6 | 2 | 2 |
| 3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | Exhibit culturally relevant and inclusive teaching | Respect for diversity | PPKS, D | 2, 3, 6 | 1, 2, 4 | 2, 3, 6 |
| 4. Understands and uses varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills. | Practice connected pedagogy | | PCK | 2 | 1, 2 | 3 |
| 5. 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. | Practice connected pedagogy Exhibit culturally relevant and inclusive teaching | Respect for people Awareness in social interactions | PPKS, D | 2,6 | 1 | |
| 6. Uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | Exhibit culturally relevant and inclusive teaching | Awareness in social interactions | PPKS, D | 2 | 1 | 1, 2, 3, 6 |
| 7. Understands the importance of instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. | Understand content Practice connected pedagogy | | CK, PPKS | 2, 3 | 2 | 2, 3 |
| | | | | | | |

| Learning Outcomes: INTASC Standards (TCER) The teacher candidate... | Conceptual Framework | Dispositions | NCATE Standard 1 * | NC Core Standards for all teachers ** | NC Core Diversity Standards | NC Core Technology Standards |
|--|-------------------------------|---|-----------------------|--|-----------------------------------|---------------------------------|
| 8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. | Utilize continuous assessment | | PPKS, SL | 2 | 1,2 | 4 |
| 9. Is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching? | Engage in reflective teaching | Awareness in social interactions Professional and ethical behaviors | PPKS, D | 5 | 6 | 5 |
| 10. Fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being. | Demonstrate Leadership | Respect for people Respect for diversity Awareness in social interactions Professional and ethical behaviors | PPKS, D | 3, 4, 6 | 3,4, 5 | 5 |

* CK = Content Knowledge; PCK = Pedagogical Content Knowledge; PPKS = Professional and Pedagogical Knowledge and Skills; D = Dispositions; SL = Student Learning
 ** Standards text available in supporting documents

CORE Standards

Core Standard 1: Candidates know the content they teach

The following table illustrates the knowledge base of dance education candidates. For admission to the teacher education program, candidates must have a content area and overall GPA of 2.5, acceptable scores on PRAXIS I, an acceptable essay outlining experiences with diverse populations, and acceptable recommendation letters. If a candidate's overall GPA or content GPA falls below the 2.5, they must retake courses or take additional courses in content. Candidates complete unit and daily lesson plans in methods courses and during the student internship. During the student internship lesson plans are submitted weekly for assessment and input.

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

****Designates this evidence is housed in the Dance Education Box under Stated Standard.**

| Core Standard 1 - Teachers know the content they teach. | | |
|--|---|--|
| Indicator 1.1: Teachers have a broad knowledge of content. | | |
| Indicator 1.2: Teachers know the content appropriate to their teaching specialty. | | |
| Indicator 1.3: Teachers understand the ways in which their teaching area connects to the broad curriculum. | | |
| Indicator 1.4: Teachers know relevant applications of the content they teach. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluation Standard 1 Content Pedagogy | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 1 Content Pedagogy | | |
| Overall GPA, Student interns | 2002-2006 | 100% acceptable (n=11; avg. 3.23) |
| GPA in Content Area | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 3.75) 100% acceptable (n=5; avg. 3.61) 100% acceptable (n=2; avg. 3.75) 100% acceptable (n=1; avg. 3.57) 100% acceptable (n=1; avg. 3.74) |
| **DAN 762 Lesson Plan "Where I'm From" | 2005 | 100% acceptable |
| **DAN 763 Lesson Plan "Center and Articulation" | 2005 | 100% acceptable |
| **Honors Research "Swing Dance: Crossing Boundaries" under Dance Standard 1 | 2002 | 100% acceptable |
| Sample Student Field Teaching Assessment | 2004 | 100% acceptable |
| DAN 200 Student Exam | 2006 | 100% acceptable |
| E Portfolios | 2005-2006 | 100% acceptable (n=2) |
| Grades in EDU 490 Observation and Directed Teaching Student Teaching | 2001-2007 | N= 10 100% P (P/F) |

Core Standard 2: Candidates know to teach students

Pedagogy is a major focus of the dance education program and is encountered throughout their program of study. A number of courses focus on pedagogy including Dan 761, DAN 762 and DAN 763, the methods classes in Dance. EDU 234, Educational Psychology focuses on the intellectual, physical, social, and emotional development of the students they plan to teach. Field experiences in educational psychology focus on the knowledge of the learner. EDU 241, Introduction of Instructional Media assists students in identifying appropriate technology for inclusion in the classroom. Students have numerous opportunities to observe in the public schools context in EDU 234, EDU 232, DAN 355, DAN 761, DAN 762, DAN 763 and EDU 490. The Teaching of Dance begins in DAN 761 and continues until her internship where she demonstrates the knowledge and skills of instruction and assessment.

| Core Standard 2 - Teachers know how to teach students. | | |
|--|------------------|--|
| Indicator 2.1: Teachers know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach. | | |
| Indicator 2.2: Teachers use a variety of methods to teach students. | | |
| Indicator 2.3: Teachers are expert communicators. | | |
| Indicator 2.4: Teachers are able to use communication skills to circumvent or manage conflict as it arises in the classroom. | | |
| Indicator 2.5: Teachers have strong and current technology skills. | | |
| Indicator 2.6: Teachers plan instruction that is appropriate for the students they teach. | | |
| Indicator 2.7: Teachers use a variety of methods to assess what students have learned. | | |
| Indicator 2.8: Teachers teach communication, thinking, and problem solving skills. | | |
| Indicator 2.9: Teachers help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication. | | |
| Indicator 2.10: Teachers instill a love of learning and self-confidence based on achievement. | | |
| Indicator 2.11: Teachers align their instruction with the required curriculum. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Grades in EDU 241, Introduction to Instructional Media | 2005-2006 | 100% acceptable (n=1; avg.3) |
| | 2006-2007 | 100% acceptable (n=1; avg.4) |
| Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy) TCER Standard 1 Content Pedagogy | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 4) |
| | 2004-2005 | 100% acceptable (n=2; avg. 4) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 2 (Student Development) TCER Standard 2, Student Development | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 3 (Diverse Learners) | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |

| | | |
|---|--|---|
| TCER Standard 3, Diverse Learners | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 4 (Instructional Strategies) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 4, Instructional Strategies | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 5 (Management & Motivation) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.8) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) |
| TCER Standard 5, Management & Motivation | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 6 (Communication) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) |
| TCER Standard 6, Communication & Media | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 7 (Planning) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.5) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) |
| TCER Standard 7, Planning | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| E Portfolios Portfolio at a Glance - Shana Winans "Free to Dance-WebQuest" Portfolio-at-a-Glance, Shana Winans "Performance Rubric" | 2005 | 100% acceptable |
| E Portfolios Portfolio-at-a-Glance, Jennifer Pearson "Video Reflections" | 2006 | 100% acceptable |
| **DAN 763 Lesson Plan "Focus and Dynamics of Movement" | 2005 | 100% acceptable |
| **DAN 762 Lesson Plan "Modern III" | 2006 | 100% acceptable |

Core Standard 3: Candidates are successful at teaching a diverse population of students.

Teacher education candidates in dance create classroom environments that value diversity and address the needs of all students. Dance candidates develop an understanding of the complexity of supporting all learners by working in classroom settings with students whose cultures and ways of viewing the world are different from their own; exhibiting behaviors that demonstrate value those differences; creating environments where diversity is appreciated; and, working with others to bring about lasting changes in the attitudes and dispositions of others.

Evidence presented in the professional portfolios, final evaluations, and lesson plans show that students are conscious of the importance of developing strategies for teaching in diverse settings.

| |
|---|
| Core Standard 3 - Teachers are successful in teaching a diverse population of students. |
| Indicator 3.1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength |
| Indicator 3.2: Teachers treat students as individuals. |
| Indicator 3.3: Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of |

| culture on a child's development and personality. They understand how an individual's belief system affects behavior. | | |
|---|-----------|---------------------------------|
| Indicator 3.4: Teachers adapt their teaching for the benefit of students with special needs. | | |
| Indicator 3.5: Teachers work collaboratively with the families and significant adults in the lives of their students. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Grades in methods classes; DAN 761, DAN 762 and DAN 763 | 2001-2002 | 100% acceptable (n=2; avg.4.0) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.6) |
| | 2004-2005 | 100% acceptable (n=2; avg.3.84) |
| | 2005-2006 | 100% acceptable (n=1; avg.4.0) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4.0) |
| **DAN 761 Sample Lesson Plan "Cultural Identity" | 2007 | 100% acceptable |
| **DAN 762 Sample Plan "Autistic Class" | 2002 | 100% acceptable |
| **EDU 490 Sample Lesson Plan "autistic and CCR Plan under Dance Standard 12" | 2004 | 100% acceptable |
| Grades in EDU 232, Foundations of American | 2001-2002 | 100% acceptable (n=2; avg.3.5) |
| | 2002-2003 | 100% acceptable (n=5;avg.3.3) |
| | 2004-2005 | 100% acceptable (n=2; avg.2) |
| | 2005-2006 | 100% acceptable (n=1;avg.3) |
| | 2006-2007 | 100% acceptable (n=1;avg.4) |
| Grades in EDU 234, Educational Psychology | 2001-2002 | 100% acceptable (n=2; avg.3.5) |
| | 2002-2003 | 100% acceptable (n=5;avg.2.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.2.0) |
| | 2005-2006 | 100% acceptable (n=1;avg.3.0) |
| | 2006-2007 | 100% acceptable (n=1;avg.4.0) |
| Grades in SOC 335, Race and Ethnic Relations | 2001-2002 | 100% acceptable (n=2; avg.3.5) |
| | 2002-2003 | 100% acceptable (n=5;avg.3.3) |
| | 2004-2005 | 100% acceptable (n=2; avg.4) |
| | 2005-2006 | 100% acceptable (n=1;avg.3) |
| | 2006-2007 | 100% acceptable (n=1;avg.3) |
| Student Teacher Final Evaluations* Standard 2 (Student Development) TCER Standard 2, Student Development | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 3 (Diverse Learners) TCER Standard 3, Diverse Learners | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 7 (Planning) TCER Standard 7, Planning | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 3.5) |
| | 2004-2005 | 100% acceptable (n=2; avg. 5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |

| | | |
|---|---|---|
| Student Teacher Final Evaluations* Standard 10 (Collaborative Relationships) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg.4) |
| TCER Standard 10, School & Community Involvement | | |
| E Portfolio Portfolio at a Glance | 2005-2007 | 100% acceptable (n=2) |

Core Standard 4: Candidates are leaders.

Meredith College stresses the development of women leaders and it is natural that the Conceptual Framework of the teacher education and dance program emphasizes that its teacher candidates demonstrate those qualities necessary for them to be teacher leaders. The teacher education and dance program at Meredith College expects its students to collaborate with colleagues, participate in and forge community school partnerships, and structure their classrooms as communities of learners. The dance program offers its dance education students opportunities to assume leadership positions throughout their program of study. As they progress through their program they go from assistant positions to assuming full leadership. An example of this can be found in their work in the course title “Creative Arts Touring Company Assistantship.”

| Core Standard 4 – Teachers are leaders | | |
|---|---|---|
| Indicator 4.1: Teachers lead in their classrooms. | | |
| Indicator 4.2: Teachers lead in the school. | | |
| Indicator 4.3: Teachers lead in advocating for schools and children. | | |
| Indicator 4.4: Teachers function effectively in a complex, dynamic environment. | | |
| Indicator 4.5: Teachers meet high ethical standards of practice. | | |
| Indicator 4.6: Teachers support the teaching profession. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations* Standard 2 (Student Development) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 2, Student Development | | |
| Student Teacher Final Evaluations* Standard 10 (Reflective Practice) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg.4) |
| TCER Standard 9, Reflective Practice | | |
| Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg.4) 100% acceptable (n=1;avg.5) 100% acceptable (n=1;avg.4) |
| TCER Standard 10, School & Community Involvement | | |

| | | |
|--|------------------|-----------------------|
| **Research “A Pedagogic Approach to the Aesthetics of Teaching Dance in the Community” | 2001 | 100% acceptable |
| **Student Involvement in Production of children’s dance and area artist; | 2004, 2006, 2007 | 100% acceptable |
| **Day of Student Achievement | 2003 | 100% acceptable (n=5) |
| Philosophy of Teaching | 2003 | 100% acceptable |

Core Standard 5: Candidates are reflective about their practice.

Teacher candidates in dance education are reflective in practice. In being reflective, they are open about what they do, implement instructional strategies that demonstrate best practices, reflect on why what they do works, and ask for feedback on what works and what doesn’t. Analysis of data shows that all candidates were at or above standard in all assessed areas.

| Core Standard 5 – Teachers are reflective about their practice. | | |
|---|------------------|--|
| Indicator 1: Teachers analyze the results of teaching. | | |
| Indicator 2: Teachers collaborate with their colleagues. | | |
| Indicator 3: Teachers use research in their classrooms. | | |
| Indicator 4: Teachers continue to grow professionally. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Grades in EDU 490, Observation and Directed Teaching | 2001-2007 | N= 10 100% P (P/F) |
| Student Teacher Final Evaluations* Standard 10 (Reflective Practice) | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.5) |
| | 2004-2005 | 100% acceptable (n=2; avg. 4) |
| TCER Standard 9, Reflective Practice | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg.4) |
| Student Exit Surveys | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| E Portfolios - Professional Portfolios | 2005-2006 | 100% acceptable (n=2) |
| Dan 761 Reflection Paper “Overcoming Obstacles and Moving Forward: Reflecting on the Values of Dance Education” | 2006 | 100% acceptable |
| Dan 352 Paper “To Edargorter and Back” | 2006 | 100% acceptable |
| Dan 357 Papers: “CAT CO” and CATCO Assistantship Reflection Papers | 2004 | 100% acceptable |
| **Lesson Plan “Composition, the Warmth” | 2005 | 100% acceptable |

Core Standard 6: Candidates respect and care about students.

Evidence shows that teacher candidates in dance education communicate, care, and enthusiastically present active learning opportunities for all students. Through a variety of field experiences and clinical practice, teacher candidates demonstrate mastery of student relationship skills by observing and assisting in classrooms, tutoring diverse students, and designing and implementing multiple strategies in teaching. In addition, dance education students document student products, create performance pieces, produce work, and invite students, community members, families and peers to events, experiences and performances.

| Core Standard 6: Candidates respect and care about students. | | |
|--|---|---|
| Indicator 6.1: Candidates enjoy spending time in the company of children and young adults. | | |
| Indicator 6.2: Candidates learn all they can about each of their students. | | |
| Indicator 6.3: Candidates maintain the dignity of each student. | | |
| Indicator 6.4: Candidates express pride in their students' accomplishments. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % at acceptable or |
| Grades in EDU 234 – Educational Psychology | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.3.5) 100% acceptable (n=5;avg.2.8) 100% acceptable (n=2; avg.2.0) 100% acceptable (n=1;avg.3.0) 100% acceptable (n=1;avg.4.0) |
| Grades in SOC 335 – Race and Ethnic Relations | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.3.5) 100% acceptable (n=5;avg.3.3) 100% acceptable (n=2; avg.4) 100% acceptable (n=1;avg.3) 100% acceptable (n=1;avg.3) |
| Student Teacher Final Evaluations* Standard 2 (Student Development) TCER Standard 2, Student Development | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 3 (Diverse Learners) TCER Standard 3, Diverse Learners | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 5 (Management & Motivation) TCER Standard 5, Management & Motivation | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.8) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) TCER Standard 10, School & Community Involvement | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg.4) 100% acceptable (n=1;avg.5) 100% acceptable (n=1;avg.4) |
| Grades in EDU 490, Observation and Directed Teaching | 2001-2007 | N= 10 100% P (P/F) |
| DAN 355 Children's Performance | 2002 | 100% acceptable |
| Dance Research – "Learning about Identity through Dance: A Critical Pedagogic Approach" | 2002 | 100% acceptable |

| CORE Standards Links Xythos | | |
|---|---|---|
| <u>DANCE BOX</u> | Lesson Plan “Conversation in the Jungle | <ul style="list-style-type: none"> • Sample Student Field • Teaching Assessment • DAN 200 Student Exam • E Portfolio 1 • E Portfolio 2 • WebQuest • Performance Rubric • Video Reflections • Portfolio at a Glance • Philosophy of Teaching |
| **DAN 762 Lesson Plan “Where I’m From” | Dan 761 Reflection Paper “Overcoming Obstacles and Moving Forward: Reflecting on the Values of Dance Education” | |
| **DAN 763 Lesson Plan “Center and Articulation | Dan 352 Paper “To Edargorter and Back” | |
| **Honors Research “Swing Dance: Crossing Boundaries” under Dance Standard 1 | Dan 357 Papers: “CAT CO” and CATCO Assistantship Reflection Papers | |
| **DAN 763 Lesson Plan “Focus and Dynamics of Movement” | | |
| **DAN 762 Lesson Plan “Modern III” | | |
| **Research “A Pedagogic Approach to the Aesthetics of Teaching Dance in the Community” | | |
| **Student Involvement in Production of children’s dance and area artist; | | |
| **Day of Student Achievement | | |
| **Lesson Plan “Composition, the Warmth” | | |
| Dance Research – “Learning about Identity through Dance: A Critical Pedagogic Approach;” under Diversity Standard 4 | | |
| | | |
| | | |
| | | |

Diversity Standards

Meredith College a community where people are encouraged to express their individuality. The community recognizes the benefit of providing an environment that affirms difference as we promote lives of thoughtful inquiry and service, and our commitment to “educate women to excel” impels us to create a diverse climate that assures equity, moves beyond tolerance, and fosters community. At Meredith College, we work to build inclusiveness by promoting a climate of understanding and trust for learning, living, and growing. To that end, the teacher education program has laid out the following dispositions for its candidates:

All teacher candidates at Meredith College are expected to evidence the following:

- A respect for the diversity represented by the people with whom you are working. This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to and openness to other cultures and ideas; and,
- An awareness of the significance of the individual’s role in social interactions. This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

The same commitment is reflected in the Conceptual Framework -

- Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

And, in its Mission –

- The mission of the Department of Education is to prepare educators with the knowledge, skills and values to teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice and cultivates passion for learning and the art of teaching. We develop teachers who embrace their significant role in a diverse society.

Diversity Standard 1: Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Candidates in the dance education program understand the nature of dance and can effectively employ current methodologies that address the needs of all students in an inclusive, culturally relevant environment. They understand that through the aesthetic processes, the investigation of

dance in society and history, and the application of aesthetic and critical inquiry, students have the opportunity to not only learn, but to apply this learning to the context of their lives. They have experiences with a large variety of learners including the elderly, the disadvantaged, the exceptional and disabled, the talented, and the privileged. These experiences are evidenced in their lesson plans, observation reports, and unit planning,

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

****Designates this evidence is housed in the Dance Education Box under Stated Standard.**

| Diversity Standard 1: Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners. | | |
|---|--|---|
| Indicator 1.1: Candidates evaluate and incorporate unbiased instructional materials. | | |
| Indicator 1.2: Candidates use multiple strategies to address the needs of individual learners. | | |
| Indicator 1.3: Candidates create a safe, inclusive and caring environment in which all students can learn. | | |
| Indicator 1.4: Candidates understand and utilize anger management and conflict resolution strategies as appropriate in the classroom. | | |
| Indicator 1.5: Candidates use a variety of assessment procedures/instruments. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) |
| TCER Standard 1 Content Pedagogy | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations*Standard 3 (Diverse Learners) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 3, Diverse Learners | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 4 (Instructional Strategies) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 4, Instructional Strategies | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 5 (Motivation & Management) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.8) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) |
| TCER Standard 5, Motivation and Management | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 6 (Communication Skills) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) |
| TCER Standard 6, Communication Skills | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| **Photos of Students working with special populations | 2004 | NA |
| E Portfolio Artifacts with Reflection – Shana Winans | 2006 | 100% acceptable |

| | | |
|--|--|--|
| “Abstract Shapes Lesson Plan” Artifacts with Reflection- Jennifer Pearson “Fall and Recover” Reflection | | |
|--|--|--|

Diversity Standard 2: Candidates understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Dance teacher candidates demonstrate an understanding of how students learn, construct knowledge, and develop, including students with special needs. They design and provide learning experiences that support the intellectual, social, and personal development of all students. Dance teacher candidates value students’ existing background by linking new learning with prior experiences, and build new background knowledge when appropriate. They also adapt lessons, materials, and equipment to the appropriate use of each class.

| Diversity Standard 2: Candidates understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions. | | |
|---|--|---|
| Indicator 2.1: Candidates seek and apply good matches among instructional goals, methods, and materials, and students’ skills and abilities. | | |
| Indicator 2.2: Candidates assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills. | | |
| Indicator 2.3: Candidates modify instruction and assessment to meet the needs of individual student. | | |
| Assessments (Knowledge, Skills, Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations*Standard 2 (Student Learning & Development) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 2, Student Development | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 9 (Respectful Environment) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.4) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 3, Diverse Learners | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 4 (Instructional Strategies) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 4, Instructional Strategies | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 7 (Planning) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.5) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) |
| TCER Standard 7, Planning | 2006-2007 | 100% acceptable (n=1; avg. 4) |

| | | |
|--|--|---|
| Student Teacher Final Evaluations* Standard 8 (Assessment) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) |
| TCER Standard 8, Assessment | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| E Portfolio Portfolio at a Glance | 2005-2006 | 100% acceptable (n=2) |
| Grades in SOC 335, PSY 312, PSY 210 or PSY 310 | 2001-2002 2002-2003 2005-2006 2006-2007 | 100% acceptable (noted previously) |
| Lesson Plan “Autistic” | 2002-2007 | 100% acceptable |
| Lesson Plan “Responsible Obstacles” | 2007 | 100% acceptable |
| **Research “A Pedagogic Approach to the Aesthetics of Teaching Dance in the Community” | 2004 | 100% acceptable |

Diversity Standard 3: Candidates work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Teacher candidates in the dance education program at Meredith College recognize how stereotypes and one’s own personal biases limit effective teaching, and exhibit behaviors that are inclusive and equitable. They model consciously an appreciation of all students and expect their students to model the same behavior. Teacher candidates understand schools as organizations within a larger community context and that this context can affect students at school. They establish cooperative partnerships with parents/guardians, faculty and staff that support student learning. Analysis of the data presented shows that all candidates are at or above average in this area.

| | | |
|--|--|--|
| Diversity Standard 3: Candidates work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners. | | |
| Indicator 3.1: Candidates develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities. | | |
| Indicator 3.2: Candidates recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks. | | |
| Indicator 3.3: Candidates make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, Dispositions) | Timeframe | Findings: % acceptable or above |
| E Portfolio Portfolio at a Glance | 2005-2006 2006-2007 | 100% acceptable (n=1) 100% acceptable (n=1) |
| Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5;avg.3.5) 100% acceptable (n=2; avg.4) 100% acceptable (n=1;avg.5) |
| TCER Standard 10, School & Community | 2006-2007 | 100% acceptable (n=1;avg.4) |

| | | |
|--|------------|-----------------|
| Involvement | | |
| **“Fish Out of Water” DAN 761 Video under Diversity Standard 3 | 2002 | 100% acceptable |
| Community Dance Events” programs | 2003 -2006 | NA |
| ** “Strategies for Successful Student Teaching” | | NA |

Diversity Standard 4: Candidates acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Traditional undergraduates in the teacher education program have completed the [CORE General Education](#) program. The purpose of all the courses at Meredith College that address diversity and multiculturalism is to develop the knowledge, skills, and dispositions to work within the global community. The teacher education program supports the CORE General Education program and other courses on diverse populations by ensuring that teacher candidates are placed in diverse settings for field and clinical practice. In addition, dance education candidates have courses in history, dance in society, and world dance. Diversity is reflected in their school observations and teaching assignments. As such, the development of quality dance lessons and units assists teacher candidates in meeting the needs of a diverse student population. Analysis of the data presented shows that all candidates are at or above average in this area.

| | | |
|--|------------------|--|
| Diversity Standard 4: Candidates acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners. | | |
| Indicator 4.1: Candidates become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds. | | |
| Indicator 4.2: Candidates provide opportunities for students and their families to share their diversities. | | |
| Indicator 4.3: Candidates promote appreciation and respect for diversity by rejecting the use of stereotypes. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, Dispositions) | Timeframe | Findings: % acceptable or above |
| Sample “Admission Essay” with rubric | 2002-2007 | |
| EPG Projects from EDU 232, Foundations of American Education | 2001-2007 | 100% Acceptable |
| Grades, EDU 232, Foundations of American Education. | 2001-2002 | 100% acceptable (n=2; avg.3.5) |
| | 2002-2003 | 100% acceptable (n=5;avg.3.3) |
| | 2004-2005 | 100% acceptable (n=2; avg.2) |
| | 2005-2006 | 100% acceptable (n=1;avg.3) |
| | 2006-2007 | 100% acceptable (n=1;avg.4) |
| Grades in SOC 335, Race & Ethnic Relations | 2001-2002 | 100% acceptable (n=2; avg.3.5) |
| | 2002-2003 | 100% acceptable (n=5;avg.3.3) |
| | 2004-2005 | 100% acceptable (n=2; avg.4) |
| | 2005-2006 | 100% acceptable (n=1;avg.3) |
| | 2006-2007 | 100% acceptable (n=1;avg.3) |

| | | |
|--|---|---|
| Grades in PSY 312, Psychology of Exceptional Individuals | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.3.5) 100% acceptable (n=5;avg.3.8) 100% acceptable (n=2; avg.3) 100% acceptable (n=1;avg.3) 100% acceptable (n=1;avg.4) |
| Student Teacher Final Evaluations* Standard 3 (Diverse Learners) TCER Standard 3, Diverse Learners | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) TCER Standard 10, School & Community Involvement | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg.4) 100% acceptable (n=1;avg.5) 100% acceptable (n=1;avg.4) |
| E Portfolio Portfolio at a Glance | 2005-2006 | 100% acceptable (n=2) |
| **Research "Learning about Identity through Dance: A Critical Pedagogic Approach" Paper and Video | 2002 | 100% acceptable |
| **Lesson Plan "Fighting Stereotypes" | 2007 | 100% acceptable |

Diversity Standard 5: Candidates who teach diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Teacher candidates in the dance program at Meredith demonstrate leadership by contributing to the development of their peers, being involved professionally, becoming involved in community partnerships in their schools, and promoting and fostering respect among all students. Analysis of the data presented shows that all candidates are at or above average in this area.

| Diversity Standard 5: Candidates who teach diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity. | | |
|--|--|--|
| Indicator 5.1: Candidates become strong advocates for educational equity. | | |
| Indicator 5.2: Candidates continually refine practices that address the individual needs of diverse learners. | | |
| Indicator 5.3: Candidates are proactive and deliberate in promoting and fostering respect among students. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, Dispositions) | Timeframe | Findings: % acceptable or above |
| Lesson Plan for 2 nd Grade – Native Americans | 2004 | 100% acceptable |
| Research paper “Correlation between Afro Caribbean Spiritual and Secular Dance” | 2005 | 100% acceptable |
| Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5;avg.3.5) 100% acceptable (n=2; avg.4) 100% acceptable (n=1;avg.5) |
| TCER Standard 10, School & Community Involvement | 2006-2007 | 100% acceptable (n=1;avg.4) |
| E Portfolio Portfolio-at-a-Glance, Jennifer Pearson, “Reflections – Historical Facts, Modern I” | 2005 | 100% acceptable |

Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.

Teacher candidates in dance education reflect on practice and are committed to educational equity. As demonstrated by observation reports, EPG Projects completed in EDU 232, Foundations in American Education, final evaluations, and professional portfolios, teacher candidates recognize the importance of providing equal access to all students in their classroom and school. Analysis of the data presented shows that all candidates are at or above average in this area.

| Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity. | | |
|---|---|---|
| Indicator 6.1: Candidates identify own biases and reflect on them in terms of practice. | | |
| Indicator 6.2: Candidates provide equity and access to learning in classroom. | | |
| Assessments (Knowledge, Skills, Dispositions) | Timeframe | Findings: % acceptable or above |
| EPG Projects from EDU 232, Foundations of American Education | 2001-2007 | |
| Grades EDU 232, Foundations of American Education | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.3.5) 100% acceptable (n=5;avg.3.3) 100% acceptable (n=2; avg.2) 100% acceptable (n=1;avg.3) 100% acceptable (n=1;avg.4) |
| Student Teacher Evaluations* Standard 10 (Reflective Practice) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) |
| TCER Standard 9 (Reflective Practice) | 2006-2007 | 100% acceptable (n=1; avg.4) |
| E Portfolios | 2005-2007 | 100% acceptable (n=2) |

Technology Standards

Dance teacher candidates demonstrate a sound understanding of technology operations, concepts and classroom applications. Portfolios have been used by the Department of Education to assess student competence in technology since 1996. The original technology portfolios were paper copies. This seems ironic now in that programs were looking at and assessing technology competence by evaluating paper in notebooks.

However, since that time, Meredith College has moved into the 21st century with a [laptop initiative](#), and the Department of Education moved into the direction of E Portfolios on cds, and during the fall 2006, offered students the option of uploading their portfolio online, into Xythos.

In response to our last accreditation visit in the fall 2001, a new course, EDU 241, Introduction to Instructional Media, was designed and offered to teacher candidates beginning in the summer 2004. The course is designed for students to apply their knowledge of technology, designing scavenger hunts on ethics, evaluating software for their area of licensure, using different assessment tools offered, evaluating web pages for use in a diverse classroom, and creating lessons to encourage higher order thinking in students. Some of the products designed in EDU 241 are used in their methods classes and during their internship, and the skills are definitely used throughout the program.

The E Portfolio with the Portfolio-at-a-Glance is used to assess candidate performance in the areas delineated in the core technology standards and the technology standards throughout the individual specialty area standards. The Portfolio-at-a-Glance grid of the portfolio is assessed for completion at the midterm, during the internship. This gives student interns an opportunity to use some of their projects in their classrooms, and assess their effectiveness. The final completion of the E Portfolio is assessed at the conclusion of the internship. Any deficiencies found at midterm are to be corrected by the final completion of the portfolio.

The E Portfolios have been an option for student interns since fall 2004; however, the greatest number of E Portfolios was assessed in spring 2005. The students continued to have the option of submitting paper; however, none have been completed since spring 2005. The following tables illustrate how candidate's knowledge and dispositions in technology are measured.

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

****Designates this evidence is housed in the Dance Education Box under Stated Standard.**

| | | |
|--|------------------|--|
| Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts. | | |
| Indicator 1.1: Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students). | | |
| Indicator 1.2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and | Timeframe | Findings: % acceptable or above |

| Dispositions) | | |
|--|---|--|
| E Portfolios Portfolio at a Glance | 2005-2007 2006-2007 | 100% acceptable (n=2) |
| Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 1 Content Pedagogy | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 6 (Communication) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 6, Communication | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Grades in EDU 241 – Introduction to Instructional Media | 2005-2006 2006-2007 | 100% acceptable (n=1; avg.3) 100% acceptable (n=1; avg.4) |
| **DAN 761 Sample Beginning Electronic Portfolios | 2006 | 100% acceptable (n=3) |
| **EDU 490 Dance History Unit Plans | 2006 | 100% acceptable |
| E Portfolios | 2005-2007 | 100% acceptable |

Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

Lesson plans included in the Portfolio at a Glance and the student teacher final evaluations, standard 6, are used to show that dance candidates plan and design effective learning environments and experiences supported by technology. For example, the artifacts that are evident in Technology Standard 2 and INTASC Standard Pedagogy show the candidate’s ability to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Analyses of the portfolios show that all teacher candidates meet the competency.

| Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology. | | |
|---|------------------|--|
| Indicator 2.1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. | | |
| Indicator 2.2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences. | | |
| Indicator 2.3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability. | | |
| Indicator 2.4: Teachers plan for the management of technology resources within the context of learning activities. | | |
| Indicator 2.5: Teachers plan strategies to manage student learning in a technology-enhanced environment. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| E Portfolio Portfolio at a Glance | 2005-2006 | 100% acceptable (n=2) |

| | | |
|--|-------------------------------------|--|
| Student Teacher Final Evaluations* Standard 2 (Student Development) | 2001-2002 2002-2003 2004-2005 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) |
|--|-------------------------------------|--|

| | | |
|---|---|--|
| TCER Standard 2, Student Development | 2005-2006 2006-2007 | 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 3 (Diverse Learners) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 3, Diverse Learners | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 6*, (Communication) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 6, Communication | | |
| Student Teacher Final Evaluations* Standard 7 (Planning) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.5) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) |
| TCER Standard 7, Planning | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| **Dance History Project Rubric | 2006 | 100% acceptable |
| E Portfolios – Portfolio at a Glance Scavenger Hunt Webquests | 2005-2007 | 100% acceptable (N=2) |

Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Dance teacher candidates implement curriculum that include methods and strategies for applying technology to maximize student learning. Examples in the E-Portfolio show that they facilitate technology-enhanced experiences that address content standards and student technology standards. Technology lessons and units designed by teacher candidates show how students use technology in their content to develop students' higher order skills and creativity. Teacher candidates understand the importance of using technology in meaningful ways, as a vehicle to enhance and/or reinforce instruction. Data show that all candidates meet the standard.

| | | |
|---|------------------|--|
| Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning. | | |
| Indicator 3.1: Candidates facilitate technology enhanced experiences that address content standards and student technology standards. | | |
| Indicator 3.2: Candidates use technology to support learner-centered strategies that address diverse needs of students. | | |
| Indicator 3.3: Candidates apply technology to develop students' higher order skills and creativity. | | |
| Indicator 3.4: Candidates manage student learning activities in a technology-enhance environment. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| E Portfolio Portfolio at a Glance | 2005-2007 | 100% acceptable (n=2) |
| Student Teacher Final Evaluations* Standard | 2001-2002 | 100% acceptable (n=2; avg.5) |

| | | |
|--|-----------|---------------------------------|
| 3 (Diverse Learners) | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| TCER Standard 3, Diverse Learners | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 4 (Instructional Strategies) | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| TCER Standard 4, Instructional Strategies | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 6 (Communication) | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 4) |
| | 2004-2005 | 100% acceptable (n=2; avg. 4) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| TCER Standard 6, Communication | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 7 (Planning) | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 3.5) |
| | 2004-2005 | 100% acceptable (n=2; avg. 5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| TCER Standard 7, Planning | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Grades in EDU 241 – Introduction to Instructional Media | 2005-2006 | 100% acceptable (n=1; avg.3/4) |
| | 2006-2007 | 100% acceptable (n=1; avg.4/4) |

Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.

Dance teacher candidates demonstrate their ability to use technology to assess and evaluate in various ways. Whether it is using the schools assessment system to report grades of students or designing rubrics to assess projects that their students complete, teacher candidates show that they use a variety of effective assessment and evaluation strategies to assess their students.

| Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies. | | |
|---|------------------|--|
| Indicator 4.1: Candidates apply technology in assessing student learning of subject matter using a variety of assessment techniques. | | |
| Indicator 4.2: Candidates use technology resources to collect, analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. | | |
| Indicator 4.3: Candidates apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| E Portfolio Portfolio at a Glance | 2005-2006 | 100% acceptable (n=1) |
| | 2006-2007 | 100% acceptable (n=1) |
| Student Teacher Final Evaluations* Standard 8 (Assessment) | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 4) |
| | 2004-2005 | 100% acceptable (n=2; avg. 5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| TCER Standard 8, Assessment | 2006-2007 | 100% acceptable (n=1; avg. 4) |

| | | |
|---|------------------------|--|
| Grades in EDU 241 Introduction to Instructional Media | 2005-2006 2006-2007 | 100% acceptable (n=1; avg.3/4) 100% acceptable (n=1; avg.4/4) |
| **Sample of Student Generated Assessment Tool | 2005 | 100% acceptable |

Technology Standard 5: Candidates use technology to enhance their productivity and professional practice.

Dance teacher candidates are adept at using technology communicate with peers, parents, and the larger community. Several artifacts are evident in the Portfolio-at-a Glance portion of their E Portfolios that show that this competency is met.

| Technology Standard 5: Candidates use technology to enhance their productivity and professional practice. | | |
|--|---|---|
| Indicator 5.1: Candidates use technology resources to engage in ongoing professional development and lifelong learning. | | |
| Indicator 5.2: Candidates continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. | | |
| Indicator 5.3: Candidates use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| E Portfolios Communication to Parents Autobiographies | 2005-2007 | 100% acceptable (n=2) |
| Student Teacher Final Evaluations* Standard 10 (Reflective Practice) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg.4) |
| TCER Standard 9, Reflective Practice | | |
| Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg.4) 100% acceptable (n=1;avg.5) 100% acceptable (n=1;avg.4) |
| TCER 10, School & Community Involvement | | |
| Grades in EDU 241 – Introduction to Instructional Media | 2005-2006 2006-2007 | 100% acceptable (n=1; avg.3) 100% acceptable (n=1; avg.4) |
| **DAN 762 Website sample (open with explorer – index.htm) | 2004 | 100% acceptable (n=16) |
| Publisher created flyer | 2004 | 100% acceptable (n=1) |

Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply these principles in practice.

The ethical and legal use of technology is critical to the teacher education program at Meredith College. Teacher candidates design a scavenger hunt not only for their students, but also for their students’ parents that stresses the ethical use of technology. In addition, teacher candidates

research good websites that they can use in planning lessons for their diverse students. Artifacts are evident that show that teacher candidates meet this standard.

| Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply these principles in practice. | | |
|---|---|--|
| Indicator 6.1: Candidates model and teach legal and ethical practice related to technology use. | | |
| Indicator 6.2: Candidates apply technology resources to enable and empower learners with diverse background, characteristics, and abilities | | |
| Indicator 6.3: Candidates identify and use technology resources that affirm diversity. | | |
| Indicator 6.4: Candidates promote safe and healthy use of technology resources. | | |
| Indicator 6.5: Candidates facilitate equitable access to technology resources for all students. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| E Portfolio Portfolio at a Glance Scavenger Hunt | 2005-2007 | 100% acceptable (n=2) |
| Student Teacher Final Evaluations* Standard 3 (Diverse Learners) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 3, Diverse Learners | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 6 (Communication) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 6, Communication | | |
| Grades in EDU 241 – Introduction to Instructional Media | 2005-2006 2006-2007 | 100% acceptable (n=1; avg.3) 100% acceptable (n=1; avg.4) |

| Technology Standards Links | |
|--|--|
| | Xythos |
| | Professional Portfolio |
| | Scavenger Hunt 1 |
| | Scavenger Hunt 2 |
| | Webquest 1 |
| | Webquest 2 |
| | Publisher Flyer/Welcome to Dance |
| DANCE BOX **DAN 761 Sample Beginning Electronic Portfolios **EDU 490 Dance History Unit Plans **Dance History Project Rubric **Sample of Student Generated Assessment Tool **DAN 762 Website sample (open with explorer – index.htm) | |

Specialty Area Standards for the Dance K-12

Students in the dance education program at Meredith College are well-versed in the content of dance; the making of dance, the study of its history as well as the social and cultural contexts of dance, the critical and aesthetic activities of dance, the understanding of the body in motion and its structures, and in the deep thinking skills and creativity required. This is evidenced in their creative products as well as in their written works, grades, and practicum/classroom activities and materials.

****Denotes evidence is housed in Dance Education Box under Standard #)**

| Dance Standard 1: Dance Teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills, and processes of dance included in the K-12 curriculum. | | |
|---|---|--|
| Indicator 1: demonstrate an in-depth understanding of the North Carolina Dance Standard Course of Study. | | |
| Indicator 2: understand how the curriculum reflects current educational philosophies and theories. | | |
| Indicator 3: understand the physical, intellectual, and emotional stages of development, and their relationship to the progression of the K-12 dance curriculum. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy) | 2001-2002 2002-2003 2004-2005 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) |
| TCER Standard 1 Content Pedagogy | 2005-2006 2006-2007 | 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| GPA in Content Area | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 3.75) 100% acceptable (n=5; avg. 3.61) 100% acceptable (n=2; avg. 3.75) 100% acceptable (n=1; avg. 3.57) 100% acceptable (n=1; avg. 3.74) |
| *EDU 490 Evaluation of an Intern | 2004 | 100% acceptable (n=1; program completer) |
| **DAN 761 Sample Lesson Plan Cultural Identity | 2007 | 100% acceptable (n=1; in progress) |
| **DAN 762 Swing Dance: Crossing Boundaries of Race | 2002 | 100% acceptable (n=1; program completer) |
| Dan 762 (sample lesson plan “Partnering and Weight Sharing”) | 2004 | 100% acceptable (n=1; program completer) |
| E portfolio –Portfolio at a Glance - Philosophies | 2006-2007 | 100% acceptable (n=2) |
| Dan 255 Movement Fundamentals Exams | 2003 | 100% acceptable (n=1) |
| MDT Concert Reflections | 2006 | 100% acceptable (n=1) |
| Dan 200 Dance Review | 2007 | 100% acceptable (n=1) |

| | | |
|------------------------------|------|-----------------------|
| Dan 352 Dance Repertory | 2006 | 100% acceptable (n=1) |
| Dan 359 Dance History Exam | 2006 | 100% acceptable (n=1) |
| Dan 257 Music for Dance Exam | 2006 | 100% acceptable (n=1) |
| Dan 252 Modern II Exam | 2002 | 100% acceptable (n=1) |

Dance Standard 2: Dance teachers must physically demonstrate the skills and processes of dance.

Through a wide range of dance technique classes, performances and teaching experiences in a wide range of settings including field observations, classroom instruction, formal and informal performance settings, along with the study of the body, technology and technical theatre and research dance education students accumulate a vast repertoire of knowledge and skills to draw upon in the creation of instructional content.

| Dance Standard 2: Dance teachers must physically demonstrate the skills and processes of dance. | | |
|--|------------------|--|
| Indicator 1: demonstrate a high level of artistic and technical competence. | | |
| Indicator 2: choreograph and produce a variety of artistic works that meet high aesthetic criteria. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy) | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 4) |
| | 2004-2005 | 100% acceptable (n=2; avg. 4) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| TCER Standard 1 Content Pedagogy | 2001-2002 | 100% acceptable (n=2; avg. 3.75) |
| | 2002-2003 | 100% acceptable (n=5; avg. 3.61) |
| | 2004-2005 | 100% acceptable (n=2; avg. 3.75) |
| | 2005-2006 | 100% acceptable (n=1; avg. 3.57) |
| | 2006-2007 | 100% acceptable (n=1; avg. 3.74) |
| GPA in Content Area | | |
| **DAN 256 Comp Study | 2006 | 100% acceptable |
| Dan 763 Sample Lesson Plan "Weight" | 2004 | 100% acceptable |
| Dan 763 Sample Lesson Plan "Improvisation" | 2004 | 100% acceptable |
| DAN 351 Ballet III sample assessments | 2004 | 100% acceptable |
| DAN 353 Modern III sample journal entry | 2005 | 100% acceptable |
| Dan 250 Movement Fundamentals Movement Study Student Sample Assessment | 2003 | 100% acceptable |

Dance Standard 3: Dance teachers know the value and application of assessment

In addition to an exceptional content knowledge base, dance education students are offered numerous opportunities to observe, reflect upon, and practice the act of teaching art. They develop critical observation skills that help them discern best practices and have numerous opportunities in each methods course to apply their skills and ideas in practice teaching sessions in diverse settings. They engage in creating assessment tools for their lesson plans and have opportunities to evaluate practicing dance educators, their peers, as well as their own teaching during all three methods classes.

| Standard 3: Dance teachers know the value and application of assessment | | |
|--|------------------|--|
| Indicator 1: understand the uses of assessment, and how the dance curriculum supports assessment in the broader educational context. | | |
| Indicator 2: understand appropriate application of teacher and student constructed assessments for dance. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations* Standard 8 (Assessment) TCER Standard 8, Assessment | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 4) |
| | 2004-2005 | 100% acceptable (n=2; avg. 5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Dan 762 sample lesson plan #5 with student evaluation | 2004 | 100% acceptable |
| Dan 763 sample lesson plan “Emotional Pathways” with student assessment | 2006 | 100% acceptable |
| E Portfolio - Shana Winans “Artifacts” in Portfolio at a Glance – Dance History Lesson Plan | 2006 | 100% acceptable |
| E Portfolio - Jennifer Pearson – Portfolio-at-a-Glance; Video Reflection and Dance Concert | 2005 | 100% acceptable |
| Sample Reflective assessment of student in Movement Fundamentals Lab | 2006 | 100% acceptable |

Dance Standard 4: Dance teachers demonstrate an understanding of the cognitive, physical, and emotional development of students

Along with the use of assessment, dance education students are offered numerous opportunities to observe, reflect upon, and practice the art of teaching dance. These experiences assist students in applying dance content in an effective, creative manner that meets the needs of all students. Students also review dance materials and techniques for appropriateness in school instruction in terms of age level appropriateness, aptitudes, and safety. In addition, the student teaching experience offers them the opportunity to hone their skills and mature as teacher candidates.

| Standard 4: Dance teachers demonstrate an understanding of the cognitive, physical, and emotional development of students | | |
|--|------------------|--|
| Indicator 1: design developmentally appropriate lesson plans for their students. | | |
| Indicator 2: guide children through stages of cognitive development as they mature from concrete to abstract thinkers. | | |
| Indicator 3: recognize the capabilities and limitations of each stage of physical development. | | |
| Indicator 4: recognize and are sensitive to the emotional development of their students. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations* Standard 2 (Student Development) TCER Standard 2, Student Development | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |

| | | |
|--|---|---|
| Student Teacher Final Evaluations* Standard 3 (Diverse Learners) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 3, Diverse Learners | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Grades in PSY 312, Psychology of Exceptional Individuals. | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.3.5) 100% acceptable (n=5;avg.3.8) 100% acceptable (n=2; avg.3) 100% acceptable (n=1;avg.3) 100% acceptable (n=1;avg.4) |
| E Portfolio - Shana Winans Sample Lesson Plans; Autistic and Abstract Shapes | 2006 | 100% acceptable |
| Dan 761 Sample Lesson Plan “Cultural Identity” | 2007 | 100% acceptable |
| **DAN 355 Creative Arts Touring Company College Program | 2003 | 100% acceptable |
| **DAN 159 Movement Improvisation College Program | 2003 | 100% acceptable |

Dance Standard 5: Dance teachers guide students to create dance for personal and purposeful expression.

In the Meredith College education, psychology, and dance methods courses, dance education candidates have been well-instructed in the ranges of student characteristics, modalities, and ability levels that they will encounter as teachers in the field. Lesson and unit planning, as well as observational/reflection opportunities are discussed and reviewed in terms of adaptations necessary to meet the special needs of students and creating dance for personal expression within the social/cultural context

| Standard 5: Dance teachers guide students to create dance for personal and purposeful expression. | | |
|--|---|--|
| Indicator 1: encourage students to draw from many resources to make artistic decisions. | | |
| Indicator 2: use their subject- matter knowledge to help students make interdisciplinary connections. | | |
| Indicator 3: help students examine the roles that dance plays in their lives. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations* Standard 4 (Instructional Strategies) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.8) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) |
| TCER Standard 4, Instructional Strategies | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 7 (Planning) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.5) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 7, Planning | | |
| Grades in methods classes; DAN 761, DAN 762 and DAN 763 | 2001-2002 2002-2003 2004-2005 | 100% acceptable (n=2; avg.4.0) 100% acceptable (n=5; avg.3.6) 100% acceptable (n=2; avg.3.84) |

| | | |
|--|------------------------|---|
| | 2005-2006 2006-2007 | 100% acceptable (n=1; avg.4.0) 100% acceptable (n=1; avg. 4.0) |
| DAN 761 Sample Lesson plan – Nijinsky and Angular Movement | 2005 | 100% acceptable |
| DAN 761 Sample Lesson Plan - Pathways | 2004 | 100% acceptable |
| E Portfolio - Shana Winans Dance and Political Issues Unit Project | 2006 | 100% acceptable |
| DAN 256 Composition I Final Reflection | 2007 | 100% acceptable (n=1) |
| DAN 256 Composition I Final Rubric | 2006 | 100% acceptable (n=1) |
| Dan 159 Improvisation I Student Score #2 | 2007 | 100% acceptable (n=1) |

Dance Standard 6: Dance teachers create and manage an environment that is supportive, congenial and purposeful, contributing to the active engagement of students.

Dance education candidates have numerous opportunities within the framework of courses and practicum experiences to apply the concepts of an effective instructional environment to their teaching. They demonstrate the ability to create environments for learning that are supportive, meaningful and respectful as they address the needs of the learners emphasizing safety, effective behavioral methodology, efficiency, and organization.

| | | |
|---|--|---|
| Standard 6: Dance teachers create and manage an environment that is supportive, congenial and purposeful, contributing to the active engagement of students. | | |
| Indicator 1: clearly communicate and reinforce a set of classroom standards and procedures. | | |
| Indicator 2: encourage and express fairness, support, and care for all students. | | |
| Indicator 3: encourage students to experiment in their work and set high standards for themselves. | | |
| Indicator 4: enforce health and safety in the dance environment. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Grades in EDU 490 Observation and Directed Teaching | 2001-2007 | N= 10 100% P (P/F) |
| Student Teacher Final Evaluations* Standard 5 (Motivation & Management) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.8) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) |
| TCER Standard 5, Motivation and Management | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 6 (Communication Skills) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) |
| TCER Standard 6, Communication Skills | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| *Intern Evaluation, sample (see Standard #1) | 2004 | 100% acceptable |
| E Portfolio – Portfolio at a Glance - Jennifer Pearson; Natural Disaster Warm-up | 2005 | 100% acceptable |
| Dan 761 Paper – “The Values of Dance Education” | 2001 | 100% acceptable |
| DAN 761 Sample Lesson Plan “Cultural Identity and Diversity” | 2007 | 100% acceptable |
| ***“Learning About Identity Through Dance” – paper and video; under Diversity Standard 4 | 2003 | 100% acceptable (n=11) |

| | | |
|--|------|-----------------|
| **DAN 762 Sample Interdisciplinary Lesson Plan | 2001 | 100% acceptable |
| **Photo of class with special needs students | 2004 | NA |

Dance Standard 7: Dance teachers effectively employ multiple strategies to engage students and encourage creativity.

Dance education candidates have numerous opportunities within the framework of courses and practicum experiences to employ multiple strategies engaging their students in ways which help them to learn the movement framework and technical skills while supporting student’s creative work and development of compositional skills.

| Standard 7: Dance teachers effectively employ multiple strategies to engage students and encourage creativity. | | |
|--|------------------|--|
| Indicator 1: understand how opportunities to play, explore, and ask questions are vital to the development of Students’ abilities to make, experience, and understand dance. | | |
| Indicator 2: provide opportunities for students to work independently and collaboratively with others. | | |
| Indicator 3: present curriculum in ways that enhance the students’ ability to respond to, and to think critically about dance. | | |
| Indicator 4: create a variety of instructional tasks that appeal to the multiple intelligences of their students. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations* Standard 4 (Instructional Strategies) TCER Standard 4, Instructional Strategies | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 7 (Planning) TCER Standard 7, Planning | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 3.5) |
| | 2004-2005 | 100% acceptable (n=2; avg. 5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Grades in methods classes; DAN 761, DAN 762 and DAN 763 | 2001-2002 | 100% acceptable (n=2; avg.4.0) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.6) |
| | 2004-2005 | 100% acceptable (n=2; avg.3.84) |
| | 2005-2006 | 100% acceptable (n=1; avg.4.0) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4.0) |
| Dan 761 Sample Lesson Plan “Curved and Pointed Shapes” | 2006 | 100% acceptable |
| Dan 762 Sample Lesson Plan “Emotional Pathways” | 2006 | 100% acceptable |
| Portfolio – Jennifer Pearson; Portfolio-at-a-Glance; “Historical Facts” and “Laban Quality Practice – Advance Modern” | 2005 | 100% acceptable |
| Portfolio – Shana Winans; Portfolio-at-a-Glance; “Free to Dance Web Quest” | 2006 | 100% acceptable |

Dance Standard 8: Dance Teachers identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning.

Education and methods courses, as well as practicum experiences offer dance students the opportunity to research and develop a variety of instructional resources available to them as a mean of enhancing student’s learning. Teacher candidates in dance must also develop strategies which support both the creative process and technical production of dance.

| Standard 8: Dance Teachers identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning. | | |
|--|--|--|
| Indicator 1: | use a wide array of resources to support instruction. | |
| Indicator 2: | demonstrate a basic understanding of technology in relation to dance education. | |
| Indicator 3: | maintain professional knowledge of and employ current trends in technology that have implications for dance. | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Grades in EDU 241 – Introduction to Instructional Media | 2005-2006 | 100% acceptable (n=1; avg.3) |
| | 2006-2007 | 100% acceptable (n=1; avg.4) |
| Grades in methods classes; DAN 761, DAN 762 and DAN 763 | 2001-2002 | 100% acceptable (n=2; avg.4.0) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.6) |
| | 2004-2005 | 100% acceptable (n=2; avg.3.84) |
| | 2005-2006 | 100% acceptable (n=1; avg.4.0) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4.0) |
| Grades in THE 246 | 2001-2002 | 100% acceptable (n=2; avg.4.0) |
| | 2002-2003 | 100% acceptable (n=5; avg.4.0) |
| | 2004-2005 | 100% acceptable (n=2; avg.3.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.4.0) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4.0) |
| Dan 763 “Dance History Unit” | 2006 | 100% acceptable |
| **DAN 761 Beginning “Electronic Portfolio” | 2007 | 100% acceptable |
| **DAN 762 Sample “Website CD” | 2006 | 100% acceptable |

Dance Standard 9: Dance teachers understand how to sequence and modify instruction to aid student understanding and mastery of dance.

Dance education students have a strong background in movement fundamentals, the Laban Movement framework, improvisation, composition, performance and modern technique. They also study ballet, jazz, world dance and folk dance. Along with their technical courses and training, they learn how to sequence the learning of movement from the most basic foundations to proficiency in technical skills in their methods, field and internships experiences. In their methods classes, Dan 761, 762 and 763, they are able to practice reflective teaching as they adapt lessons to meet the technical skills of their students.

| Standard 9: Dance teachers understand how to sequence and modify instruction to aid student understanding and mastery of dance. |
|--|
| Indicator 1: establish realistic and worthwhile goals for their students. |
| Indicator 2: present material in a logical progression, building on prior knowledge. |
| Indicator 3: select major ideas, concepts, themes, and issues appropriate for their students. |

| Evidence | | |
|---|---|---------------------------------|
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations* Standard 4 (Instructional Strategies) TCER Standard 4, Instructional Strategies | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| | Student Teacher Final Evaluations* Standard 7 (Planning) TCER Standard 7, Planning | 2001-2002 |
| 2002-2003 | | 100% acceptable (n=5; avg. 3.5) |
| 2004-2005 | | 100% acceptable (n=2; avg. 5) |
| 2005-2006 | | 100% acceptable (n=1; avg.5) |
| 2006-2007 | | 100% acceptable (n=1; avg. 4) |
| Grades in methods classes; DAN 761, DAN 762 and DAN 763 | | 2001-2002 |
| | 2002-2003 | 100% acceptable (n=5; avg.3.6) |
| | 2004-2005 | 100% acceptable (n=2; avg.3.84) |
| | 2005-2006 | 100% acceptable (n=1; avg.4.0) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4.0) |
| Mid-Term Internship Evaluation | 2006 | 100% acceptable |
| **Evaluation of field teaching in DAN 763 | 2006 | NA |
| E Portfolio – Portfolio at a Glance Jennifer Pearson; Lesson Plan “Fall and Recovery” and “Flocking” | 2006 | 100% acceptable |

Dance Standard 10: Dance teachers know how to assess what their students have learned.

Education and methods courses, as well as practicum experiences offer dance students the opportunity to develop and apply assessment techniques and instruments that fit instruction in dance. Because of the often subjective nature of dance and dance making, students must also discuss and develop philosophies of the assessment of dance that meet the need of students, schools, and districts and yet encourage high quality dance instructional outcomes.

| Standard 10: Dance teachers know how to assess what their students have learned. | | |
|--|-----------|---------------------------------|
| Indicator 1: use a variety of assessment tools to evaluate student performance. | | |
| Indicator 2:use multiple methods of assessment over time to diagnose, monitor and summarize student learning. | | |
| Indicator 3:interpret and report assessment results clearly, accurately, and purposefully to students, administrators, parents, and other audiences. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations* Standard 8 (Assessment) TCER Standard 8, Assessment | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 4) |
| | 2004-2005 | 100% acceptable (n=2; avg. 5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Grades in EDU 241 – Introduction to Instructional | 2005-2006 | 100% acceptable (n=1; avg.3) |

| | | |
|---|-----------|---------------------------------|
| Media | 2006-2007 | 100% acceptable (n=1; avg.4) |
| Grades in methods classes; DAN 761, DAN 762 and DAN 763 | 2001-2002 | 100% acceptable (n=2; avg.4.0) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.6) |
| | 2004-2005 | 100% acceptable (n=2; avg.3.84) |
| | 2005-2006 | 100% acceptable (n=1; avg.4.0) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4.0) |
| Dan 761 Sample Rubric | 2005 | 100% acceptable |
| Dan 761 Sample Unit Plan with Assessment Rubric | 2003 | 100% acceptable |
| Dan 762 Sample of Assessment Rubric | 2005 | 100% acceptable |
| Dan 762 Sample Observation Assessment | 2005 | 100% acceptable |
| Grades in EDU 490, Observation and Directed Teaching | 2001-2007 | N= 10 100% P (P/F) |

Dance Standard 11: Dance teachers celebrate diversity, practice equity and fairness, and use the multicultural content of dance to promote opportunities for learning tolerance and acceptance of others.

Along with a strong general education program which has CORE requirements for students to study and learn about cultural diversity and the global society, the dance curriculum expands this with the study of World Dance, Folk Dance, and Dance in Society and Dance History. Students also encounter the diversity of their world through observations in all methods, field and internship experiences. Through DAN 761, 762 and 763 students are required to develop plans and demonstrate an understanding and sensitivity to the nature of our diverse world and the students they will teach.

| Standard 11: Dance teachers celebrate diversity, practice equity and fairness, and use the multicultural content of dance to promote opportunities for learning tolerance and acceptance of others. | | |
|--|------------------|--|
| Indicator 1: create a rich social environment by honoring the many forms of diversity in their students. | | |
| Indicator 2: model an understanding and acceptance of diversity. | | |
| Indicator 3: help students understand and use democratic principles and recognize discrimination, prejudice, and stereotypes when they occur. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Grades in methods classes; DAN 761, DAN 762 and DAN 763 | 2001-2002 | 100% acceptable (n=2; avg.4.0) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.6) |
| | 2004-2005 | 100% acceptable (n=2; avg.3.84) |
| | 2005-2006 | 100% acceptable (n=1; avg.4.0) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4.0) |
| Grades, EDU 232, Foundations of American Education. | 2001-2002 | 100% acceptable (n=2; avg.3.5) |
| | 2002-2003 | 100% acceptable (n=5;avg.3.3) |
| | 2004-2005 | 100% acceptable (n=2; avg.2) |
| | 2005-2006 | 100% acceptable (n=1;avg.3) |
| | 2006-2007 | 100% acceptable (n=1;avg.4) |
| Student Teacher Evaluations* Standard 10 (Reflective Practice) | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.5) |
| | 2004-2005 | 100% acceptable (n=2; avg. 4) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |

| | | |
|--|-----------|--------------------------------|
| TCER Standard 9 (Reflective Practice) | 2006-2007 | 100% acceptable (n=1; avg.4) |
| Grades in SOC 335, Race & Ethnic Relations | 2001-2002 | 100% acceptable (n=2; avg.3.5) |
| | 2002-2003 | 100% acceptable (n=5;avg.3.3) |
| | 2004-2005 | 100% acceptable (n=2; avg.4) |
| | 2005-2006 | 100% acceptable (n=1;avg.3) |
| | 2006-2007 | 100% acceptable (n=1;avg.3) |
| Dan 761 Lesson Plan “Native American Lesson” | 2004 | 100% acceptable |
| Research Paper “Correlation between Afro Caribbean Spiritual and Secular Dance | 2005 | 100% acceptable |
| Research paper “Swing Dance: Crossing Boundaries of Race;” under Core Standard 1 | 2002 | 100% acceptable |
| Grades in EDU 490 Observation and Directed Teaching | 2001-2007 | N= 10 100% P (P/F) |
| Dan 762 “A Fish Out of Water” Video; under Diversity Standard 4 | 2002 | 100% acceptable |

Dance Standard 12: Dance teachers adapt instruction and design curriculum to meet the individual needs of their students.

Dance education students are offered numerous opportunities to observe, reflect upon, and practice the act of teaching dance. Their classes in EDU 234 Education Psychology and their course in Development and Exceptional Psychology provide content knowledge for students as they begin to learn how to adapt lesson plans to meet the needs of individual students. Applying the creative framework they demonstrate the art of working with students on different levels in the same class. This application of content knowledge with sensitive practice serves both the student and the classroom, as it allows all students success.

| Standard 12: Dance teachers adapt instruction and design curriculum to meet the individual needs of their students. | | |
|--|------------------|--|
| Indicator 1: consider the abilities and limitations of their students when designing lessons. | | |
| Indicator 2: select topics for study that reach the needs of individual students | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Student Teacher Final Evaluations* Standard 4 (Instructional Strategies) TCER Standard 4, Instructional Strategies | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.8) |
| | 2004-2005 | 100% acceptable (n=2; avg.5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 7 (Planning) TCER Standard 7, Planning | 2001-2002 | 100% acceptable (n=2; avg. 5) |
| | 2002-2003 | 100% acceptable (n=5; avg. 3.5) |
| | 2004-2005 | 100% acceptable (n=2; avg. 5) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Evaluations* Standard 10 (Reflective Practice) TCER Standard 9 (Reflective Practice) | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.5) |
| | 2004-2005 | 100% acceptable (n=2; avg. 4) |
| | 2005-2006 | 100% acceptable (n=1; avg.5) |
| | 2006-2007 | 100% acceptable (n=1; avg.4) |

| | | |
|--|---|--|
| Grades in methods classes; DAN 761, DAN 762 and DAN 763 | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.4.0) 100% acceptable (n=5; avg.3.6) 100% acceptable (n=2; avg.3.84) 100% acceptable (n=1; avg.4.0) 100% acceptable (n=1; avg. 4.0) |
| Dan 763 Sample Lesson | 2003 | 100% acceptable |
| **Photos of students working with special needs students | 2002 | NA |
| Research Paper “A Pedagogic Approach to the Aesthetics of Teaching Dance in the Community” | 2001 | 100% acceptable (n=1) |
| Grades in EDU 490 Observation and Directed Teaching Student Teaching | 2001-2007 | N= 10 100% P (P/F) |

Dance Standard 13: Dance teachers model attitudes and behaviors that reflect professional and ethical standards.

All required coursework, practicum experiences, student teaching experiences, and observation activities offer dance education students at Meredith the opportunity to reflect on practices, articulate their beliefs and goals, and to assess and apply concepts and theories.

| Standard 13: Dance teachers model attitudes and behaviors that reflect professional and ethical standards | | |
|--|---|--|
| Indicator 1: adhere to school and local codes of ethical behavior. | | |
| Indicator 2: demonstrate competence in carrying out their responsibilities within the school setting. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| Grades in EDU 490 Observation and Directed Teaching | 2001-2007 | N= 10 100% P (P/F) |
| Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 4) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 1 Content Pedagogy | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 9 (Respectful Environment) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.4) 100% acceptable (n=2; avg.5) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 3, Diverse Learners | 2006-2007 | 100% acceptable (n=1; avg. 4) |
| Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg.4) 100% acceptable (n=1;avg.5) 100% acceptable (n=1;avg.4) |
| TCER Standard 10, School & Community Involvement | 2006-2007 | 100% acceptable (n=1;avg.4) |
| Portfolio; Jennifer Pearson, Portfolio-at-a-Glance; Web Quest | 2006 | 100% acceptable |
| Portfolio; Shana Winans, Portfolio-at-a-Glance; Personal Code of Ethics | 2005 | 100% acceptable |

Dance Standard 14: Dance teachers model self-direction, self-discipline, and self-evaluation.

Students receive feedback from instructors and cooperating teachers at regular intervals designed to assist them in growing as professionals and in strengthening their teaching. Dance licensure candidates learn how to self assess and self direct as they go through their course work in methods and conclude in their internship experience.

| Standard 14: Dance teachers model self-direction, self-discipline, and self-evaluation. | | |
|--|---|--|
| Indicator 1: seek opportunities to enhance professional growth. | | |
| Indicator 2: regularly analyze, evaluate and strengthen the effectiveness and quality of their practice. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| E Portfolio Candidate resumes, samples | 2006, 2007 | 100% acceptable |
| Student Teacher Evaluations* Standard 10 (Reflective Practice) | 2001-2002 2002-2003 2004-2005 2005-2006 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg. 4) 100% acceptable (n=1; avg.5) |
| TCER Standard 9 (Reflective Practice) | 2006-2007 | 100% acceptable (n=1; avg.4) |
| Student Teacher Final Evaluations* Standard 12 (Professional Commitment) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.5) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| DAN 357 Leadership Reflection | 2004 | 100% acceptable |
| Observation Reports/Reflections, samples | 2004, 2006 | 100% acceptable |
| Dan 761 Paper "Overcoming Obstacles and Moving Forward" | 2007 | 100% acceptable |
| Dan 353 Paper "To Edargoter and Back" | 2006 | 100% acceptable |
| Dan 357 Leadership Reflection Papers "CATCO" and CATCO Assistantship Final Evaluation | 2004 | 100% acceptable |
| E Portfolio Reflections | 2006, 2007 | 100% acceptable (n=2) |
| E Portfolio Philosophy Statement, development sample | 2006, 2007 | 100% acceptable (n=2) |

Dance Standard 15: Dance teachers interact effectively with school and civic communities, and serve as advocates for quality dance education.

Dance education candidates at Meredith College have the opportunity to contribute to the field through active involvement in related class extensions and through local and state conference and professional organization opportunities. Students also represent the field at on-campus events and activities. They also have opportunities to participate in three major dance concerts offered to the larger community each year. Through these broad engagements students develop their ability to articulate the contributions of dance education within schools and communities serving as an advocate for dance.

| Standard 15: Dance teachers interact effectively with school and civic communities, and serve as advocates for quality dance education. | | |
|--|---|--|
| Indicator 1: Forge partnerships to enhance educational opportunities for their students. | | |
| Indicator 2: Educate others about the nature and value of quality dance education through a variety of forums. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or Above |
| Grades EDU 490 Observation and Directed Teaching | 2001-2007 | N= 10 100% P (P/F) |
| Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg.5) 100% acceptable (n=5; avg.3.5) 100% acceptable (n=2; avg.4) 100% acceptable (n=1;avg.5) 100% acceptable (n=1;avg.4) |
| Student Teacher Final Evaluations* Standard 12 (Professional Commitment) | 2001-2002 2002-2003 2004-2005 2005-2006 2006-2007 | 100% acceptable (n=2; avg. 5) 100% acceptable (n=5; avg. 3.5) 100% acceptable (n=2; avg. 5) 100% acceptable (n=1; avg.5) 100% acceptable (n=1; avg. 4) |
| TCER Standard 10, School & Community Involvement | | |
| “Fish Out of Water” Project found under Diversity Standard 3 | 2002 | 100% acceptable |
| E Portfolio - Introduction and Conclusion – Shana Winans | 2006 | 100% acceptable |
| E Portfolio – “Welcome to Dance” | 2005 | 100% acceptable |
| Community Performance Programs | 2001-2007 | NA |
| | | |

| Dance Standard Links | | |
|---|--|--|
| | Specialty Area Standards Links-Xythos | |
| | E Portfolio 1 E Portfolio 2 | |
| **EDU 490 Evaluation of an Intern **DAN 761 Sample Lesson Plan Cultural Identity **DAN 762 Swing Dance: Crossing Boundaries of Race **DAN 256 Comp Study **DAN 355 Creative Arts Touring Company College Program **DAN 159 Movement Improvisation College Program **Dance History Unit **Azia’s DAN 761 Beginning Electronic Portfolio **DAN 762 Sample “Website CD”; under Technology Standard 5 **“Learning About Identity Through Dance” – paper and video; Under Diversity Standard 4 **DAN 762 Sample Interdisciplinary Lesson Plan; Under Diversity | Other Linked Evidence: Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8 Standard 9 Standard 10 Standard 11 Standard 12 Standard 13 Standard 14 Standard 15 | Course Syllabi E Portfolio 1 -Artifacts with Reflection Shana Winans “Abstract Shapes Lesson Plan” E Portfolio 2 - Artifacts with Reflection Jennifer Pearson “Fall and Recover” Reflection E Portfolio - Shana Winans Dance and Political Issues Unit Project Portfolio at a Glance - Jennifer Pearson;Natural Disaster Warm-up Jennifer Pearson, “Reflections – |

| | | |
|--|--|---|
| <p>Standard 3 **Evaluation of field teaching in DAN 763; Under Dance Standard 9 **Research Paper “Correlation between Afro Caribbean Spiritual and Secular Dance; under dance standard 11 **Research paper “Swing Dance: Crossing Boundaries of Race” under Core Standard 1 Dan 762 “A Fish Out of Water” Video under diversity standard 3 **Research Paper “A Pedagogic Approach to the Aesthetics of Teaching Dance in the Community” under Dance standard 12</p> | | <p>Historical Facts, Modern I” Philosophy Paper Resumes Photo of class with special needs students “Laban Quality Practice – Advance Modern” Dan 761 Lesson Plan “Native American” Portfolio; Shana Winans, Portfolio-at-a-Glance; Personal Code of Ethics E Portfolio Reflections E Portfolio - Introduction and Conclusion – Shana Winans E Portfolio – “Welcome to Dance”</p> |
|--|--|---|

Candidate Work with Families

Core, diversity, technology and specialty area standards address the work that the teacher candidates at Meredith College work with families and the community. Various artifacts are used to show that the teacher candidates understand the importance of communicating with families.

| Learning Outcomes | | |
|--|-----------|---------------------------------|
| The teacher candidate fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being. | | |
| Evidence | | |
| Assessments (Knowledge, Skills, and Dispositions) | Timeframe | Findings: % acceptable or above |
| CORE Standards 2,4,6 Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) TCER Standard 10, School & Community Involvement | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5; avg.3.5) |
| | 2004-2005 | 100% acceptable (n=2; avg.4) |
| | 2005-2006 | 100% acceptable (n=1;avg.5) |
| | 2006-2007 | 100% acceptable (n=1;avg.4) |
| Diversity Standard 3,4,5 Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) TCER Standard 10, School & Community Involvement | 2001-2002 | 100% acceptable (n=2; avg.5) |
| | 2002-2003 | 100% acceptable (n=5;avg.3.5) |
| | 2004-2005 | 100% acceptable (n=2; avg.4) |
| | 2005-2006 | 100% acceptable (n=1;avg.5) |
| | 2006-2007 | 00% acceptable (n=1;avg.4) |
| Portfolio at a Glance – Parent newsletters | 2005-2006 | 100% acceptable (n=2) |

Program Standard 1A: Undergraduate Candidate Qualifications

Students in the teacher education program at Meredith College have at least a minimum 2.5 cumulative grade point average at the time of admission to the program, to student teaching, and at the completion of the licensure program. Students in K-12, 6-9, and 9-12 licensure programs have at least a minimum 2.5 grade point average in their content major. Undergraduate degree-seeking students attain passing scores on the PPST (PRAXIS I) tests or have acceptable scores on the SAT/ACT for admission to the program. Progression in the program is limited until formal admission to the program has been granted. Admission to the program occurs at least one semester prior to student teaching.

1. Identify program admission criteria.

All traditional undergraduate students and licensure only students in the middle/secondary/K-12 programs at Meredith College are advised in their content area. Undergraduate students begin the formal application process for admission to the teacher education program by discussing the intent with their faculty advisor, completing a [Declaration of Major](#) form, and indicating the content major and area of licensure. Entrance to the teacher education program includes the following steps:

- Complete a *Declaration of Major* form, indicating major and licensure area intent. The Registrar furnishes the Department of Education a copy of the form, and in response, the department sends the intended candidate an *Application for Admission*. Licensure-only candidates complete the application process for licensure in the office of the Department of Education. All candidates are required to have a minimum 2.5 g.p.a. out of a possible 4.0 to be considered for admission to the teacher education program. The 2.5 g.p.a. must be maintained overall and in the content area during the entire duration of the teacher education program. Failure to do so results in the student being counseled out of the program until the g.p.a. has been raised. This is checked by the Director of Teacher Education.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Complete a student essay on experiences with diverse populations that will guide advising and field placements.
- Submit a planned program signed by the faculty advisor.

All requirements for admission must be completed before a letter of admission is sent to the student and her advisor. Therefore, timely reminders are sent to the student each semester, explaining requirements missing in the application process. If concerns are noted with any part of the application, the advisor is notified and a meeting is scheduled with the candidate.

2. Describe how progress is limited until formal admission has been granted.

Progression in the teacher education program is limited to those candidates who have officially been admitted to the program. Teacher candidates in the dance education program cannot enroll in the third methods class in the sequence until all requirements for admission are met. The Office of the Registrar, through Web Advisor, prevents any student from registering for the final methods class without admission. Also, the methods professor alerts the Director of Teacher Education of students enrolled in the class. All students, other than lateral entry, who are not admitted, are dropped from the class.

3. Describe how progress is monitored to ensure that formal admission occurs no later than one semester prior to student teaching.

Students must be admitted into the program before they are admitted into their third dance methods course. During the last methods class for art students receive their placement for the student internship and begin working in the school and classroom with their cooperating teacher. Students apply for their internship using the Triangle Alliance Form, a standard form used by all IHEs in the Triangle area. Students cannot apply for student teaching until they are enrolled in and admitted to the program.

Standard IB: Licensure-Only Candidates

1. Describe program policies and procedures for licensure-only candidates.

Licensure-only candidates must –

- Submit a copy of their undergraduate transcript(s) to the Department of Education for evaluation.
- Have a 2.5/4.0 grade point average to be admitted. Foreign students must have a transcript that has been translated by the World Education Services, Inc.
- Have a letter requesting evaluation of credits for K-12 licensure.
- Meet with the DOE advisor who will work with them to plan their program and refer them to the program coordinator in art.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Write an essay addressing experiences with diverse populations that guides advising and field placements.
- Have an overall 2.5 or better grade point average the semester prior to the student internship and in content area, science.

2. Other than traditional coursework, describe means through which licensure-only candidates can demonstrate they meet state standards.

The North Carolina State Board does not require licensure-only students to complete PRAXIS I; however, the teacher education program at Meredith College requires a passing score on PRAXIS I or acceptable SAT/ACT scores. The Teacher Education Committee considers those licensure-only candidates who have difficulty passing PRAXIS I, and upon recommendation of the DOE advisor of the candidate, can recommend a contract that outlines how the student can show competency in the areas that are deficient.

Holders of current class A North Carolina licenses who wish to add an area of licensure may do so through the teacher education program at Meredith. PRAXIS I scores are not required, but the applicant must take the appropriate Specialty Area portion(s) of the PRAXIS during her final semester. Student teaching will be required except when sufficient documentation of specific satisfactory experience is submitted to the Dean of the Department of Education for evaluation. Decisions are made on an individual basis.

The Department of Education works with the [Regional Alternative Licensure Center \(RALC\)](#) to offer courses for lateral entry teachers. RALC is notified of classes offered at Meredith, communicates the information to lateral entry teachers, and on its website.

| |
|-----------------------------------|
| Program Standard 1 |
| Links |
| Xyθος |
| Parent Flyer |
| Parent Newsletter |

Standard 2: Assessment System and Evaluation

The teacher education program at Meredith College has an assessment system that collects and analyzes data on candidate and graduate performance. A program review of the content area is conducted every 5 years, and an annual review of the education program goals is conducted every year. Data collected are applied to program improvement.

Meredith College offered licensure in Dance K-12. The unit (DOE) collects and analyzes the data that is obtained from students who complete the licensure program. The expectations for students in this program have been and will continue to be based on the academic standards of Meredith College, the Department of Education, the Dance Program and the mission of Meredith College and the standards of the North Carolina Department of Public Instruction.

Data collection has focused on three areas: candidate performance data, unit performance, and program performance.

1. Describe the system for the collection and analysis of data on candidate performance.

The candidate data has been collected on students who have completed licensure in dance. Table 2.0 illustrates the DOE system for collection and analysis of data on candidate performance:

The candidate assessment system is monitored continuously and components are added or deleted based on the data results or policy decisions. Assessment decisions are vetted in the Department of Education, with program coordinators of all licensure programs, in Teacher Education Committee, and with our partners in the public schools. For example, an ad hoc committee proposed the new Teacher Candidate Evaluation Rubric (TCER). In fall 2006, the pilot instrument was presented to the department; program coordinators' and methods faculty at their annual meeting with the department; Teacher Education Committee, composed of public school teachers and administrators, Department of Education faculty, several program coordinators from across campus, and current students; and, fall and spring student interns. The instrument was used at the midterm and final evaluations of student interns during the fall and spring semester, and evaluated at the end of each semester by the users, supervisors (i.e. program coordinators, methods faculty), and cooperating teachers.

The candidate assessment system reflects the conceptual framework, INTASC standards, and the dispositions of the teacher education program in that the teacher candidates are expected to demonstrate competence in all areas. The assessment system collects data at key transition points: admission to the program, midpoint (admission to student teaching), during the formative assessment period of the student internship, at the conclusion of the internship, and at program completion. As indicated in Table 2.0, data is collected from internal and external sources at each point in the candidate assessment process.

2. Describe the system for the collection and analysis of data on the program and program operations.

The education program has an assessment system that collects and analyzes data on the program and program operations, including candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as needed, to program improvement.

Upon entering Meredith, all students are assigned to a freshman faculty adviser, who helps her plan her program and offers academic and personal counsel. Each advisee is part of a group of students who also have a student adviser. Whenever possible, music students are assigned faculty and student advisers from the music department.

When a student declares her major, she begins to have assessment meetings with all dance faculty. This conference provides an opportunity for the candidate and faculty to assess her past and present work, to advise her, and to make recommendations regarding the completion of her program and a choice of major. Dr. Shapiro, as Coordinator of the Licensure Program, becomes her faculty advisor. Students, whose intentions to major in dance education, have often already met with Dr. Shapiro prior to being formally assigned to her as an advisee. This ensures that students are making the course selections that are in line with the dance education sequence.

Dance education candidates enjoy close relationships with the entire dance faculty. While they meet regularly with Dr. Shapiro to discuss course schedules and areas in which they are best suited for student teaching. They also discuss their schedules and their options for student teaching with the Carol Finley (Director of Dance). Once the faculty and candidate have decided on the appropriate area for student teaching, Dr. Shapiro works with the students to select situations and cooperating teacher personalities that are best suited to the candidate's strengths. Dr. Shapiro forwards this information to the Department of Education where the formal request is issued.

Dr. Shapiro supervises their Field Teaching experience for seven weeks prior to their 11-week student teaching internship. During the 11-week internship, a minimum of four supervisory visits are made by the college supervisor. All students, K-12, are supervised by Dr. Shapiro. In most instances students have more than 4 visits. Formative feedback is usually in the form of written narrative.

One midterm conference is held and the supervising teacher, the cooperating teacher and the student all three complete a rubric assessing teacher competencies and disposition. The Mid-term Internship Evaluation in the *Internship Handbook* is completed and thoroughly discussed. Goals for the remaining portion of the internship are written and discussed.

At the conclusion of the internship the candidate has a number of exit conferences. This first is usually a final conference with the cooperating teacher, at which time the Teacher Candidate Evaluation Rubric (TCER): Final Evaluation is discussed. The candidate, the cooperating teacher and Dr. Shapiro then have a conference and discuss their completed copy of the same rubric. The final review of the Professional Portfolio occurs at this time. All candidates completing the internship have an exit interview with Dr. Shapiro, at which time they discuss their internship in general, as well as their overall perceptions of the program

and the extent to which they were prepared for the experience. Candidates are asked to make recommendations or suggestions regarding ways that the program might better meet their needs.

Program Assessment and Operations

The dance education program undergoes assessment in the following ways:

[Program reviews](#) of the major content areas (every five years)

[Strategic plan and annual reports](#) (annual)

[Final evaluations of student teachers](#) and cooperating teachers in the content area (annual)

Dance [Program Assessment](#) from Students after their Third Methods Class

Additional data is collected following program completion for program improvement. At the end of the student internship, each intern completes evaluations on her program, cooperating teacher, and college supervisors. These evaluations are in Likert and essay format, and program evaluations are shared with program coordinators. The North Carolina Department of Public Instruction administers a survey on an annual basis to program completers in their first year of teaching, to their employers, and to their mentors for the North Carolina. Data are summarized in the [IHE Performance Report on Teacher Education](#). To summarize, data collected following program completion include:

- Student teaching exit surveys
- Program Completer Survey (IHE Report – NCDPI)
- Employer survey (IHE Report – NCDPI)
- Mentor survey (IHE Report – NCDPI)

Program completers have three opportunities to evaluate their program: immediately at the completion of the student internship, at the end of their first year teaching, and at the end of their fourth year teaching. At the end of the internship, each teacher candidate completes an evaluation on her program, cooperating teacher, and college supervisors. The Evaluation of Student Internship Experience and Teacher Education Preparation is in Likert and narrative format and provides valuable information from candidates who have just completed their program. The evaluations are distributed at the end of the year to the appropriate program coordinators, department chairs, and Department of Education faculty. Table 2.1 shows the result of the evaluation of the student internship experience and teacher education preparation since fall 2005.

External data includes a survey conducted by the North Carolina Department of Public Instruction. On an annual basis, NCDPI administers a survey to program completers during their first year of teaching, their administrators and mentors. Data are summarized in the IHE Performance Report on Teacher Education. Data from this source are very general; however, it does provide an assessment on the quality of our teacher education program, and how competent our program graduates are in using technology and multiple instructional strategies, managing a classroom, and their ability to work with diverse students. Table 2.2

presents the data for the teacher education program at Meredith College from the 2002-2003 to 2005-2006 academic year.

As with the Evaluation of Student Internship Experience and Teacher Education Preparation, the First Year Program Completers survey is extensive, in that Likert-type items and narrative responses are expected. Two years of data from the First Year Program Completers survey and one year of information from our Fourth Year Program Completers survey are available, and a summary analysis of the First Year Program Completers Survey is presented in Table 2.3. Fourth year surveys are in a narrative format.

Describe the formal annual review of the program.

At the end of each academic year, all departments are asked to submit an annual report to their respective deans. All Department Heads report on (a) major highlights of the activities of the department; (b) major constraints; (c) faculty activities, including workshops and presentations, professional involvement, service to schools/community, research activity, publications; (c) student activities, including awards and scholarships, updates on recent graduates, and program completer survey data; (d) student data, including the number of students matriculating and completing the programs. Included in the major highlights from the department reports is information concerning changes in the major, faculty, and other changes that affect the department, such as department or school alignment. In turn, at the beginning of the next academic year, the program coordinator reports on any program changes to the licensure area.

In addition, each department submits an institutional effectiveness report to the College. This report responds to the same questions:

- **Strategic Planning:** Every year the strategic plan addresses the overall direction of a department/unit, both long term, as well as short term. The direction of the department/unit should support the initiatives and goals of the College, and the mission of the department/unit. The strategic plan of the department/unit reflects the strategic plan of the College, the long-range goals of the department/unit, and how they are evaluated and reviewed; and the various ways that the department/unit supports the learning environment and experiences of the students. In developing a yearly strategic plan, the department/program selects three to five goals, identifies the objectives, and describes evaluation methods. At the end of the academic year, it reports the evaluation results and makes or plans changes as a result of evaluation.
- **Educational Outcomes Assessment:** Each year, the department/unit identifies the educational outcomes that students are expected to be able to demonstrate at the completion of their program. Educational outcomes are what students are able to demonstrate in terms of knowledge, skills, and dispositions. Each educational outcome has established performance criteria, assessment methods, and assessment results. Departments report on how they are/have used the results of the assessment.
- **Results:** Based on the findings from the two areas above, program goals and objectives are discussed within the department, and if education is involved, with the

department of education, make recommendations for program revisions, and develop a plan for improvement and/or redesign of the program
 At the beginning of each semester, program coordinators for all licensure programs meet to discuss changes in education, report on changes within majors or in the departments that affect education, and plan for the upcoming year.

Table 2.0
Candidate Performance Data Collection and Analysis

| Initial | Midpoint | Formative Assessment of Internship | Summative Assessment of Teaching Internship | Recommendation for Licensure |
|--|---|--|--|---|
| <ul style="list-style-type: none"> • PRAXIS I (Reading, Writing, Mathematics) (or acceptable scores on SAT/ACT) • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better) • 2 letters of recommendation • Attend Orientation Session • Student Essay on diversity • Planned Program signed by Advisor | <ul style="list-style-type: none"> • Conference with program director or designates • Methods courses • Advising meeting with program coordinator/methods instructor • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better) • “C” or better in professional education courses • 2 midpoint recommendations – one from methods instructor • Updated planned program • Field experiences form • Speech competency screening form • Triangle Alliance and health form • Background check • Action plan, if necessary | <ul style="list-style-type: none"> • Midterm conference • Midterm Internship Evaluation • Portfolio-at-a Glance portion of portfolio completed • Action plan, if necessary | <ul style="list-style-type: none"> • Final Conference • Teacher Candidate Evaluation Completed | <ul style="list-style-type: none"> • Professional Portfolio • “P” grade in internship • Completion of planned program • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better) • “C” or better in professional education courses |

Table 2.1 Summary of Exit Evaluation Surveys: Percentage of Candidates Rating Their Preparation “Good” or “Excellent”*

| | Fall 05 (N=14) | Spring 06 (N=47) | Fall 06 (N=30) | Spring 07 (N=47) |
|-----------------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
| 1. Establishing/maintaining class | 93 | 98 | 97 | 93 |

| | | | | |
|---|--------------|--------------|--------------|--------------|
| rules/procedures | | | | |
| 2. Discipline/behavior management | 86 | 94 | 93 | 91 |
| 3. Teaching children with special needs | 72 | 98 | 86 | 91 |
| 4. Teaching ESL students | 79 | 84 | 69 | 88 |
| 5. Teaching students from diverse racial/ethnic backgrounds | 93 | 98 | 90 | 98 |
| 6. Teaching students who are academically gifted | 58 | 91 | 86 | 89 |
| 7. Incorporating technology into your teaching | 93 | 98 | 83 | 94 |
| 8. Assessment | 72 | 98 | 90 | 96 |
| 9. Establishing positive relationships with parents | 86 | 100 | 97 | 94 |
| 10. Establishing positive relationships with students | 100 | 100 | 100 | 100 |
| 11. Planning instruction | 86 | 100 | 97 | 98 |
| 12. Differentiating instruction | 93 | 100 | 93 | 100 |
| 13. Content knowledge | 100 | 98 | 93 | 100 |
| 14. Reflecting meaningfully on teaching | 100 | 100 | 100 | 98 |
| 15. Collaborating with colleagues | 100 | 100 | 100 | 98 |
| Average | 87.4% | 97.1% | 91.6% | 95.2% |
| *scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent | | | | |
| **each standard consists of multiple questions | | | | |

2.1a Summary of Exit Evaluation Surveys: Dance Candidates Rating of Their Program

| | Spring 06 (N=1) | Fall 06 (N=1) |
|---|--------------------|------------------|
| 1. Establishing/maintaining class rules/procedures | 4 | 4 |
| 2. Discipline/behavior management | 4 | 4 |
| 3. Teaching children with special needs | 2 | 1 |
| 4. Teaching ESL students | 2 | 1 |
| 5. Teaching students from diverse racial/ethnic backgrounds | 3 | 3 |
| 6. Teaching students who are academically gifted | 3 | 3 |
| 7. Incorporating technology into your teaching | 4 | 4 |
| 8. Assessment | 4 | 4 |
| 9. Establishing positive relationships with parents | 4 | 4 |
| 10. Establishing positive relationships with students | 4 | 4 |
| 11. Planning instruction | 4 | 4 |
| 12. Differentiating instruction | 4 | 4 |
| 13. Content knowledge | 4 | 4 |
| 14. Reflecting meaningfully on teaching | 4 | 4 |
| 15. Collaborating with colleagues | 4 | 4 |
| Average | 3.6 | 3.4 |
| *scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent | | |
| **each standard consists of multiple questions | | |

Table 2.2 NCDPI IHE Report of Candidate and Employer Satisfaction for Initial Programs

| Satisfaction with... | 2002-03 | | | 2003-04 | | | 2004-05 | | | 2005-06 | | |
|---|---------|------|------|---------|------|---|---------|------|------|---------|------|------|
| | C | M | P | C | M | P | C | M | P | C | M | P |
| Quality of teacher preparation program | 3.82 | 3.83 | 3.50 | 3.71 | 3.70 | 3.73 | 3.70 | 3.59 | 3.63 | 3.84 | 3.74 | 3.67 |
| Preparation to effectively manage the classroom | 3.59 | 3.61 | 3.27 | 3.49 | 3.53 | 3.42 | 3.42 | 3.31 | 3.37 | 3.50 | 3.57 | 3.36 |
| Preparation to use technology to enhance learning | 3.59 | 3.70 | 3.59 | 3.53 | 3.45 | 3.39 | 3.48 | 3.56 | 3.48 | 3.44 | 3.65 | 3.48 |
| Preparation to address the needs of diverse learners | 3.59 | 3.61 | 3.23 | 3.66 | 3.47 | 3.27 | 3.55 | 3.38 | 3.26 | 3.59 | 3.54 | 3.59 |
| Preparation to deliver curriculum content through a variety of instructional approaches | 3.82 | 3.78 | 3.41 | 3.8 | 3.63 | 3.52 | 3.59 | 3.50 | 3.52 | 3.88 | 3.65 | 3.52 |
| Number of surveys received (N) | 22 | 23 | 22 | 35 | 39 | 33 | 33 | 32 | 27 | 32 | 46 | 33 |
| Scale: 1= strongly disagree; 2 = disagree; 3 = agree; 4 = strong agree | | | | | | C= program completer; M = mentor; P = principal | | | | | | |

Table 2.3 Percentage of Program Completers Indicating “Good” or “Excellent” Preparation on the First Year Program Completers Survey*

| INTASC/TCER Standard** | Summer 2005 | Summer 2006 |
|---|--------------------|--------------------|
| Content knowledge | 76.4 | 83.3 |
| Student development | 88.7 | 92.5 |
| Diverse learners | 94.2 | 83.5 |
| Instructional strategies | 83.3 | 91.2 |
| Motivation and management | 86.0 | 93.3 |
| Communication and technology | 92.5 | 100 |
| Planning | 82.8 | 93.1 |
| Assessment | 82.3 | 86.7 |
| Reflective practice and professional growth | 97.8 | 91.7 |
| School and community involvement | 85.5 | 82.1 |
| Average | 87.0% | 89.7% |
| | | |
| Number of surveys returned | 31 | 20 |
| Number of surveys sent | 69 | 56 |
| *scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent | | |
| **each standard consists of multiple questions | | |

Table 2.4 Program and Candidate Assessments

| Program and Candidate Assessments | | | |
|---|--|--|---------------------|
| Instrument/ Evaluation | Data Source | Data Collection/ Analysis/ Responsibility | Review Cycle |
| GPA at Admission | Registrar's Office | DOE Office TEC Committee | Annual |
| PRAXIS, SAT, ACT | ETS Admissions Office IHE Report | DOE Office TEC Committee | Annual |
| Field Experiences Report | Candidates | Field Experiences Coordinator (K-6) Director, Teacher Education | Semester/Annual |
| Program Completion Surveys | Candidates | Director, Teacher Education | Semester/Annual |
| Post Completion Surveys | IHE Report Graduate Surveys | NCATE Coordinator TEC Committee | Annual |
| Technology Standards Pass Rate | Faculty/Supervisors | Field Experiences Coordinator (K-6) Director, Teacher Education | Semester/Annual |
| Teacher Candidate Evaluation (TCER) | Faculty/Supervisors | Field Experiences Coordinator (K-6) Director, Teacher Education | Semester/Annual |
| Professional Portfolio | Faculty/Supervisors | Field Experiences Coordinator (K-6) Director, Teacher Education | Semester/Annual |
| Operations Assessments | | | |
| Enrollment Numbers/Program | IHE Report | Director, Teacher Education TEC Committee | Annual |
| Number Licensed and Employed within 1 year of graduation | IHE Report | NCDPI | Annual |
| Number Graduates employed in Public Schools | IHE Report | NCDPI | Annual |
| Analysis of Faculty Service to Public Schools | Faculty – Annual Reports | Department Head/Dean | Annual |
| Observation of Teaching - Faculty | Department Head | Dean | Annual |
| Peer Observation of Teaching - Faculty | Faculty | Department Head | Annual |
| Student Evaluations of Course and Instructor | Faculty/Department Head | Department Head | Semester/Annual |
| Candidate Complaint/Concern | Department Head, Dean, VPAA | Department Head, Dean, VPAP | Annual |
| Department of Education Goals, Progress Annual Report, and Institutional Effectiveness Plan | Faculty | Department Head NCATE Coordinator | Annual |

| |
|---|
| Program Standard 2 |
| Xythos |
| Program Review |
| Annual Reports |
| See Program Assessment Under “Evidence” |

Program Standard 3: Field Experiences and Clinical Practice

Meredith College currently has a partnership with the [Wake County Public Schools System](#) (WCPSS) thorough the Triangle Alliance Agreement and individual school partnerships with 12 elementary schools. The K-6 program at Meredith is currently our largest program that allows individual relationships to be beneficial both to the school and to our students. The partnership with WCPSS allows the Department of Education and the art education program to seek out art teachers who use best practices for our students.

Program Standard 3A: Field Experiences and Clinical Practice

Students in the dance education program will have sequentially planned field experiences that will begin early in the student’s program and will culminate in a continuous and extended minimum eleven-week period of student teaching the area of dance. All field experiences are supervised and formal midterm and final evaluations involving college supervisors, cooperating teachers and student teachers are collected and analyzed.

1. Describe the early field experiences and the sequence in which they occur.

Field experiences and clinical practice are intended to provide candidates with experiences that closely align themselves with the mission and the Conceptual Framework of the Department of Education and its programs.

The program begins with developing our candidates into leaders in education. During early field experiences, linked to specific course requirements, candidates begin to learn how school systems and schools work. During EDU 232, Foundations of American Education, undergraduate and licensure only art education candidates work in a school, learning how school systems and individual schools within that system operate. They attend school board/advisory council meetings, talk with teachers and administrators, and study the inner workings of the school. Also, candidates are introduced early into the importance that the department places on diversity and the importance of reaching the diverse populations in our schools. A section of Foundations is linked to [SOC 273, Education and Family in Mexico](#), a sociology course that emphasizes understanding and meeting the needs of the increasing Latino population in the area. The linked course requires working with ESL students in some of our partner elementary schools, and satisfies a general education requirement, [CORE 200](#). EDU 234, Educational Psychology requires students to observe and assist a public school teacher and class in their area of licensure, and to observe in a classroom for exceptional children. Other courses, outside of the Department of Education, taken as requirements for licensure, [SOC 335, Race and Ethnic Relations](#) and [PSY 312, Psychology of Exceptional Individuals](#). Students have continuous field observation in their methods courses in dance,

DAN 761, Theories and Methods of Teaching Dance K-6, DAN 762 Theories and Methods of Teaching Dance 7-12 and DAN 763 Reflective Teaching.

The student internship begins the semester before the full time internship experience. Dance education candidates receive their school and cooperating teacher assignment a semester before the internship. Having this opportunity gives candidates the opportunity to work in the school with the cooperating teacher, and the students. Also, it allows the cooperating teacher to note the work ethic of the candidate and raise concerns that can be dealt with before the candidate begins the student internship. Feedback is solicited from the cooperating teacher at the end of the first semester of placement with informal and two formal assessments completed during the internship.

The program in dance education requires carefully sequenced and highly structured field placements connected to various required courses within the program of study. The chart below shows field placements for Dance K-12 licensure students.

Table 3.0 Field Experiences for Dance Education Candidates

| Program | Year/Sem | Course/Number | Type of Experience | Hours in Field |
|-------------------------------------|--|---|--|--|
| All Programs | Sophomore | EDU 232 Foundations of American Education | Introductory – observation, participation | Minimum of 10 hours |
| All Programs | Sophomore/ Junior | EDU 234 Educational Psychology | Introductory - observations and limited participation | Minimum of 10 hours |
| Dance Education Programs K-12 | Sophomore/Junior- Senior years | Dan 761, 762, 763 | Observation, active participation, mini teaching | Minimum of 4 observations for each class |
| Middle/Secondary/K- 12 Programs | Senior Fall or Spring Semester | EDU 450 – Reading in the Content Area | Internship – Mini- teaching | Minimum of 40 hours |
| All Programs | Senior Fall or Spring Semester | EDU 440 – Seminar in Education | Internship – Observation, journaling | Minimum of 40 hours |
| Middle/ Secondary /K-12 Programs | Senior year Fall or Spring Semester | EDU 490 – Supervised Observation and Directed Teaching | Internship – consecutive 11- week semester | 11 weeks/40 hours/week = 440 hours |

2. Describe the student teaching requirement, including length of time and setting, for those seeking an initial teaching license.

During the final semester, dance education candidates have the opportunity to demonstrate their strong content knowledge by being able to transform the knowledge and skills learned not only in their content area, but also in their general education, into their classroom by completing a fulltime eleven week student teaching experience. In the student internship,

candidates demonstrate their competence through the requirements described in the Internship Handbook for Teacher Candidates. These requirements include lesson plans and critiques, videotapes for self-assessment, planning, teaching, observation of other teachers in other science areas, and a reflective seminar throughout the semester and at the completion of the internship. The cooperating teacher; Dr. Shapiro and the candidate assess and document progress using the Teacher Candidate Evaluation Rubric (TCER). Reflection is imperative as the candidate confers with the education supervisor and content area supervisor on a weekly basis; is part of conferencing with the cooperating teacher and the education and/or content area supervisor; attends weekly reflection seminars with her peers and Dr. Shapiro. Dr. Shapiro conducts conferences with the intern and the cooperating teacher, has consistent and constant contact with the intern and cooperating teacher, and conducts the reflection seminar with the candidate and her peers.

3. Describe the involvement of the P-12 partners in field experiences and clinical practice.

The Department of Education has a collaborative agreement through the Triangle Alliance with [Wake County Public Schools \(WCPSS\)](#). This agreement, which is with all IHEs in the Triangle area, sets forth the criteria and conditions for placement of candidates in P-12 field experiences settings. The Wake County Public School System has a number of inner city, suburban, and rural schools. In addition, the majority of WCPSS high schools are ethnically and economically diverse. Having a school system with such a variety of schools enables the Department of Education working with the program coordinator to select the school and cooperating teacher that will provide the best experiences for the teacher candidate. The Director of Teacher Education keeps a record of the dance education candidates' experiences while in the program. During the methods semesters, the director along with the dance education program coordinator works with WCPSS to assign candidates to the schools and cooperating teacher.

From past experience, the program has been successful in working cooperatively with a number of excellent teachers in WCPSS. In addition, the director sometimes relies on the recommendation of the school's department head, assistant principal for instruction (API) or the grade level assistant principal of a cooperating teacher either for early field experiences and/or student internship placement. Several WCPSS high schools have over 2000 students, and the communication with the API makes for easy placement of a dance education candidate.

Using this approach to placement, the Department of Education is confident in having cooperating teachers who are highly qualified in their content area. For early field experiences in the education program, contact to the school is made by the Director of Teacher Education. The instructor of the early field experience course, whether it is EDU 232 or EDU 234, informs the school and teacher of the goals, objectives, and expectations for the student and the course. For the methods placement, initial contact is made by the Program Coordinator; then, communication among the students and the dance teacher is usually done by email so that the goals, objectives, and expectations for the student are understood. There is an initial meeting between the cooperating teacher, the student and the Program Coordinator, Dr. Shapiro. Again, at the end of the first semester of internship

placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. During the 11-week fulltime internship semester, candidates request a formal evaluation from one of the assistant principals. Usually this assessment is completed by the administrator using the Teacher Performance Appraisal Instrument (TPAI). This assessment is usually used as part of the professional portfolio.

4. Identify the criteria and processes used for making field placements.

In some cases, such as EDU 232, Foundations of American Education, field placements for dance education students are made by the instructor of the course. This course is a more generalized look at public schools and the public school environment from a prospective teacher's point of view. In EDU 234, Educational Psychology, early field experience placement for all dance teacher candidates is made by the Director of Teacher Education. Arrangements are usually made with assistant principals (middle/high schools), department heads, or individual teachers. In the dance education methods courses, placements are made by the instructor of the course (currently the Program Coordinator).

Cooperating teachers are identified for placements the semester before the full time student internship. For dance education student internship placements, the Director of Teacher Education collaborates with Program Coordinator, school administrators (assistant principals for instruction or grade level assistant principals), and department heads to identify highly qualified art teachers in the WCPSS. On occasion, WCPSS principals are contacted. Other factors also go into the placement of dance education candidates. In addition to the early field placement list that the Director maintains, the candidate is asked about other experiences she might have had with students in a public school setting. And, the admission essay is used as a gauge for experiences with diverse students that the candidate might need to have during the student internship experience. The area(s) of dance (such as dance focus and grade levels) is also used as a basis for placement. The Director of Teacher Education also reviews past evaluations of cooperating teachers in dance. At the end of the first semester of internship placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. If the placement is approved by the school and the cooperating teacher, the cooperating teacher receives a letter with further information concerning the student internship semester, a copy of the Internship Handbook for Teacher Candidates, other pertinent information.

5. Describe the procedures used to prepare cooperating teachers and field-based supervisors for their roles.

The school system and the individual school ensure the qualifications of the cooperating teacher. Specific qualifications of cooperating teachers include earned licensure in the teaching field, tenure, a recommendation from the school administrator, and agreement from the cooperating teacher. Cooperating teachers receive preparation and support for fulfilling

their roles from the Department of Education and the science methods faculty. The Director of Teacher Education meets with a beginning or new cooperating teacher to our program. During this meeting, the director provides an overview of the teacher education program at Meredith College and its philosophy of internship support, the collaborative nature of our work, the responsibilities of the cooperating teacher, student intern expectations, the assessment instruments, and answers any questions that the cooperating teacher might have. This meeting is supported with another meeting between the Dance Program Coordinator, cooperating teacher and student to ensure understandings about responsibilities, communication and procedures. A dinner meeting is held one evening before the fulltime student internship begins with the education supervisor, student intern, and the science education faculty. During this meeting, the program philosophy, including the department's Conceptual Framework and dispositions, and the partnership among the student intern, cooperating teacher, education and content area supervisor are discussed; student intern expectations are outlined, including lesson planning, videotaping, technology/professional portfolio; and, the evaluation process is reviewed.

In most cases, education and content area supervisors for all middle/secondary/K-12 programs are full time tenured faculty. If part time faculty are hired to supervise in these programs, the criteria include a minimum of a Master's degree in a relevant field, at least three years of successful teaching in the public school classroom, experience in the subject area and/or level of licensure, evidence of on-going professional development, and recommendations of other educators. Part time faculty who supervise meet with the Director of Teacher Education and the content area methods faculty to discuss responsibilities and guidelines for working in the program.

Each semester, WCPSS asks cooperating teachers to evaluate the college supervisor and the quality of supervision provided by the institution. Student interns evaluate confidentially the education and content area supervisor. The assessment instruments include a Likert instrument as well as open-ended comments. Results are compiled by the Director of Teacher Education and are distributed to the supervisors and the appropriate Department Heads for review, once a year. If an evaluation raises concerns, the Department Head of the Department of Education consults with the Department Head of the content area on providing support and opportunities for improvement.

6. Describe how candidates in field experiences are supervised and evaluated.

Early field experiences for candidates in dance education are assessed through the individual classes. Their assignments are assessed by the faculty teaching the professional education courses and methods courses in which the work is required. If candidate work is below standard or unsatisfactory, the faculty will contact the cooperating teacher for feedback, or the cooperating teacher contacts us with concerns. Lines of communication are always open. All cooperating teachers involved with our students in field experiences and clinical practice believe that they can comment candidly not only on the readiness and preparation of Meredith College teacher candidates, but also on whether they are demonstrating the dispositions we have carefully outlined.

During the semester before the internship, cooperating teachers are asked for feedback on the candidate. The assessment process during the student internship requires that the cooperating teacher, student intern, and the dance college supervisors, each complete a midterm and final evaluation. The cooperating teacher completes informal and formal classroom assessments during the internship, and the education supervisor completes at least four formal classroom observation assessments with the content area supervisor completing two or three, using the Teacher Candidate Evaluation Rubric (TCER).

All student interns in the dance K-12 program complete a reflection journal in their EDU 440 Field Teaching Class (*see sample workbook in Back of Dance Box) which includes case studies of a special needs student, an individual student and a group study. During the internship, there are numerous opportunities for candidates to reflect on their experiences. Cooperating teachers provide informal oral and written feedback on lesson plans, classroom management strategies, and instructional strategies (see Dance Box Dance Standard 1). Candidates critique videotapes of their teaching throughout their DAN 763 Reflective Teaching Experience which prepares them to complete a video for their internship experience. Dance candidates also meet with Dr. Shapiro on a weekly basis during her internship. In addition, candidates participate in student internship seminars throughout the full time student internship period that provide opportunities to problem-solve, reflect on the week, and receive peer feedback.

Measurement and evaluation of student learning are embedded throughout the teacher education program. Candidate designed lesson plans require that candidates demonstrate the knowledge and skills in planning for the evaluation of student learning. In addition, all lesson plans must indicate differentiated instruction for exceptional students/English Language learners. During the methods and student internship semester, a variety of assessment strategies are expected. Examples of rubrics used, informal and formal assessment strategies, and a variety of assignments are expected to be demonstrated during this period.

7. Describe how field experiences and clinical practice are evaluated.

Each semester, cooperating teachers provide an anonymous evaluation of the education supervisors using an instrument developed by WCPSS. The evaluation is sent to the Director of Field Experiences at WCPSS, who forwards them to the Director of Teacher Education.

Cooperating teachers, college supervisors, and programs are evaluated by student interns at the end of each semester. The Evaluation of the Student Internship and Teacher Education Preparation is completed by each student intern online at the completion of their internship. The form includes multiple choice items, a Likert item, and open-ended comments. Results of these evaluations are distributed to the supervisors, Director, Teacher Education Program, and the Department Heads of both Education and the content area. If an evaluation raises a concern about a supervisor's performance, the Department Heads consult with each other and with the individual supervisor. Program concerns are cataloged and if the same concerns are expressed over a period of time, the program coordinator meets with the Director of the

Teacher Education and, if necessary, the Chair, Department of Education, to discuss plans of action to remedy the situation.

| Program Standard 3 | |
|--|---|
| Xythos | |
| Dance Box “Strategies for Successful Student Teaching” Workbook sample in back of Dance Box | Evidence/Program Assessment |
| | Evidence/Observation Guidelines |

Program Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experience for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education faculty and school faculty, diverse candidates, and diverse students in the public school settings.

1. Describe how diversity is addressed in the curriculum and in clinical practice.

Diversity is ingrained in the mission and general education of Meredith College, is an important part of the [Mission](#) and [Conceptual Framework](#) of the Department of Education, and is a major focus of our partner school system, the [Wake County Public School System](#) (WCPSS). The Dance program at Meredith College addresses diversity in multiple and meaningful ways. The General Education and education curriculum, field experiences, and clinical practice allow candidates to demonstrate knowledge, skills, and dispositions related to diversity. All these areas give candidates the necessary knowledge base and conceptualizations of diversity and inclusion so that they can apply them effectively in schools. Candidates in the dance education program understand and demonstrate the importance of adjusting instruction to accommodate the individual learning needs of their students, and creating a learning community respectful and inclusive of individual differences. They learn to build on students' knowledge and experiences to make learning relevant, engage all students, and through best practices in multicultural and inclusive education, use a variety of instructional strategies to support all students in meeting intended instructional outcomes. The program works to ensure that all candidates consistently embed multicultural resources, and use multiple perspectives to strengthen the curriculum and engage all students.

Undergraduate students enroll in a three-component CORE general education program: CORE 100, 200, and 400.

CORE 100: Undergraduate students examine histories, myths, stereotypes, and current facts about the primary American cultural groups that participate in our democratic society. Students conduct research to discover how different cultural beliefs about economic class, race, ethnicity, religion, gender, and sexual orientation affect how citizens of the United States see themselves and how others see them. Students explore their own cultural backgrounds, read the stories of citizens from different cultural backgrounds, and attend community events that celebrate or illuminate cultural identity, then discuss and reflect on the course material with a faculty member or well-trained student reflection leader.

CORE 200: CORE 200 courses focus on cultures and cultural interaction outside the United States. CORE 200 can be completed by one of two ways. Students may take a two-course linkage, such as EDU 232, Foundations of American Education and SOC 273, Education and Family in Mexico, that will fulfill her CORE 200 requirement as well as other general education requirements, or they can study abroad. Dance also offers a CORE 200 linkage between DAN 200 Dance in Society and DAN 156 World Dance. These linkages serve as learning communities providing students with interdisciplinary experiences that include

focused study of another culture. Alternatively, students can study abroad. All Meredith Study Abroad Programs, Borderlinks semester on the border, Danish International Study, and a variety of other Meredith-approved study abroad programs fulfill the CORE 200 requirement. International students and students with experience abroad may apply to show they have fulfilled the requirement through alternative means.

CORE 400: The third course in the sequence examines a problem of global significance and then addresses the problem in the student's community. CORE 400 courses often fulfill other general education requirements. CORE 400 includes courses such as: CORE 401 Technology and Social Change, CORE 941 The Problem of Homelessness, and CORE 942 Global Questions: The Needs of Families.

All dance education candidates take EDU 232, Foundations of American Education. Candidates who are fulfilling their CORE 200 requirements through Study Abroad have the option of taking the linked course, SOC 273, Education and Family in Mexico. In addition, EDU 234, Educational Psychology, SOC 335, Race and Ethnic Relations and PSY 312, Psychology of Exceptional Individuals is required of the dance education candidate's licensure program. These courses are designed to equip candidates with the knowledge and skills to make academic modifications and accommodations for diverse students, including students with exceptional learning needs, and students who are at risk for learning problems.

The Mission and Conceptual Framework of the Department of Education stress the importance of educating all students. The Mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to teach all students, and stresses the commitment of the program to develop teachers who embrace their significant role in a diverse society. Candidates recognize that teaching in a diverse global community is an integral part of our program by understanding and demonstrating the Conceptual Framework. The Conceptual Framework emphasizes that all candidates in the teacher education program at Meredith College maintain high expectations for all students, and that they practice inclusive teaching. They demonstrate culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

Assessment of candidates and their experiences begins with the student essay required for admission to the program. Candidates with limited experiences with diverse students are given an opportunity to gain that experience either on their own or through prescription. Candidate assessment is continuous throughout the program, and is used to provide feedback to candidates for improving their knowledge, skills, and dispositions. In that we are a College of many different kinds of young women who have had varied experiences with diverse populations, we are fairly prescriptive in the experiences that we try to provide for our students. The Director of Teacher Education and Coordinator of Dance work to provide candidates with challenging, yet rewarding experiences in schools and classroom with diverse learners. Courses that are prerequisites to the student internship include instruction and assignments that require candidates to demonstrate their abilities to work with and plan for a culturally diverse population. Assessments of candidates include evaluations of

diversity proficiencies that are aligned with INTASC standards, and the student internship assessment rubric, TCER, delineates candidate expectations for demonstrating the competencies in meeting the needs of all students.

Other data validate our candidates' preparation and dispositional attitudes regarding diverse populations. According to the IHE Performance Reports for NCDPI for the past 5 years, graduates of the teacher education program at Meredith College have received ratings higher than the state's average in working with diverse learners. And, the results of the department's survey of first and third year program graduates indicate that they were prepared well to work with diverse populations of students.

2. Describe the diversity of the higher education and P-12 faculty with whom candidates interact. Give specific numbers that reflect the ethnic, racial, and gender diversity at the institutional, unit, program, and P-12 levels.

Candidates interact and collaborate in classroom settings on campus and in schools with faculty from the College, department, professional education faculty, and school faculty from diverse ethnic, racial, and gender groups. The College and the Department of Education have a minority faculty recruitment plan that guides the institution and the department in its recruitment and retention efforts. Table 1 represents Meredith College faculty and professional staff demographics at Meredith College. This table includes faculty in the Department of Education as well as the Dance Program. Included in the faculty demographics for dance is the part-time faculty who may not necessarily teach during the same year.

Table 4.01

Faculty Demographics – 2006-2007

| | Professional Education Faculty in Initial Teacher Preparation Programs* | | Professional Education Faculty in Advanced Programs** | | Dance Faculty | | All Faculty in the Institution*** | | School-Based Faculty | |
|-----------------------------------|---|-----------|---|-----------|---------------|-----------|-----------------------------------|------------|----------------------|-------------|
| | N (%) | | N (%) | | N% | | N (%) | | N (%) | |
| | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Cooperating Teachers | All WCPSS |
| American Indian or Alaskan Native | - | - | - | - | - | - | - | - | - | 20 (0.2) |
| Asian or Pacific Islander | - | - | - | - | - | - | 3 (2.3) | 2 (1.6) | - | 64 (0.7) |
| Black, non-Hispanic | 2 (22.2) | 1 (12.5) | 1** (20) | 1 (100) | - | 2 (66.7) | 4 (3) | 3 (2.4) | 3 (3.8) | 1058 (12) |
| Hispanic | - | - | - | - | 1 (25) | - | 5 (3.8) | 2 (1.6) | 1 (1.3) | 151 (1.7) |
| White, non-Hispanic | 7 (77.8) | 7 (87.5) | 4** (80) | | 3 (75) | - | 112 (84.8) | 103 (83.1) | 74 (94.9) | 7342 (83.2) |
| Other | | | | | - | 1 (33.3) | | | | 79 (0.9) |
| Race/ethnicity unknown | - | - | | | - | - | 8 (6.1) | 14 (11.3) | - | 113 (1.3) |
| Total | 9 (100) | 8 (100) | 5 (100) | 1 (100) | 4 (100) | 3 (100) | 132 (100) | 124 (100) | 78 (100) | 8827 (100) |
| Female | 9 (100) | 6 (75) | 5 (100) | 1 (100) | 4 (100) | 2 (80) | 88 (66.7) | 89 (71.8) | 73 (93.6) | no data |
| Male | - | 2 (25) | - | 0 | 0 | 1(20) | 44 (33.3) | 35 (28.2) | 5 (6.4) | no data |
| Total | 9 (100) | 8 (100) | 5 (100) | 1 (100) | 4 (100) | 3 (100) | 132 (100) | 124 (100) | 78 (100) | no data |

*Includes full time faculty in professional education and part time faculty in education not otherwise employed by the college.

**Faculty counted in both initial teacher preparation and advanced programs since they teach at both levels.

***Fall 2006 census

Dance candidates work in numerous diverse K-12 school and community settings. We enhance our minority school faculty in dance through our adjunct hiring while we continue to seek minority candidates for full time positions. There is only one position in our program for a licensed dance faculty. Currently this is the Program Coordinator is not a minority in terms of race or ethnicity, but is so in terms of gender and religion (Jewish). Given these statistics, the dance education faculty, Program Coordinator, and Director of Teacher Education work diligently to place students in diverse classrooms and settings for all experiences. (See demographics table for WCPSS teachers as linked in generic documents).

3. Describe how the program provides opportunities and experiences for candidates to interact with diverse higher education and school faculty.

Faculty and professional staff in dance education, teacher education, and the K-12 schools have the knowledge and experience to prepare candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. Candidates interact with faculty in dance education in choreography projects, artist-in-residence programs, off campus conferences and festivals, research, conferences, and the in-class environment.

The College continues its efforts to recruit minority faculty in all searches. In addition to advertising in national publications, such as [*The Chronicle of Higher Education*](#), [*Journal of Hispanic Higher Education*](#), and [*The Journal of Blacks in Higher Education*](#), discipline specific journals and newsletters, individual departments direct mail position announcements to historically minority institutions and to graduate schools that produce a high number of minority candidates. The area of dance education has had much difficulty finding candidates with licensure and terminal degree; however, the Department of Dance and Theatre, is committed to pursuing candidates wherever possible. Recognizing its limited numbers of minority faculty, the College and individual departments are committed to increasing the numbers of minority candidates brought to campus and pursued.

During the 2006-07 school year, the teacher education faculty included one minority faculty member, tenured and full time to the institution, one full time minority faculty member, and one adjunct faculty member teaching in the elementary program. The Director of Teacher Education, is a tenured, full time faculty member. The dance program has two adjunct faculty who are African American, one who is Indian, and one full time faculty who is Hispanic. With only four full time dance faculty, we have had some success in offering our students models of diversity.

WCPSS continues the commitment to diversify its faculty, also. The most recent data indicate that the percentage of racial/ethnic minority teaching faculty in Wake County is 15.5. A small group of personnel in the Division of Human Resources, WCPSS, is currently focusing on strategies to recruit and retain minority teaching faculty.

4. Describe the diversity of candidates in the program. Give specific numbers that reflect the ethnic, racial, and gender diversity.

Of the eleven candidates who have completed licensure in dance in the past 5 years, none have been minority candidates, and all have been female. The following table depicts candidate diversity of all programs at the undergraduate level.

**Table 4.1
Demographic* History of the Department of Education
2001-2007**

Undergraduates/Licensure Only for Initial Licensure

| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Caucasian | 75 | 82 | 70 | 79 | 64 | 72 |
| African-American | 3 | 5 | | 2 | 3 | 3 |
| Hispanic | | 2 | | | 1 | 2 |
| Asian | | 1 | 1 | | 1 | 1 |
| Native American | | 1 | | | | |
| Other | | | | | | |

*Note: All candidates were female

Table 3 depicts the student demographics for the college.

**Table 4.1
Meredith College
Student Demographics
2001-2006**

| Fall | 2001 | | 2002 | | 2003 | | 2004 | | 2005 | | 2006 | |
|--------------------------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Undergraduate | | | | | | | | | | | | |
| White, non-Hispanic | 2,034 | 88.2 | 1,864 | 85.7 | 1,672 | 83.6 | 1,623 | 80.8 | 1,575 | 78.2 | 1,544 | 77.6 |
| American Indian/Alaskan Native | 5 | 0.2 | 8 | 0.4 | 8 | 0.4 | 7 | 0.3 | 7 | 0.3 | 5 | 0.3 |
| Hispanic | 38 | 1.6 | 31 | 1.4 | 30 | 1.5 | 45 | 2.2 | 44 | 2.2 | 47 | 2.4 |
| Black, non-Hispanic | 142 | 6.2 | 145 | 6.7 | 148 | 7.4 | 190 | 9.5 | 220 | 10.9 | 209 | 10.5 |
| Asian or Pacific Islander | 27 | 1.2 | 31 | 1.4 | 31 | 1.6 | 33 | 1.6 | 44 | 2.2 | 43 | 2.2 |
| Other | NA | NA | 7 | 0.3 | 18 | 0.9 | 24 | 1.2 | 31 | 1.5 | 31 | 1.6 |
| Nonresident alien | 19 | 0.8 | 20 | 0.9 | 17 | 0.8 | 24 | 1.2 | 16 | 0.8 | 18 | 0.9 |
| Race/ethnicity unknown | 42 | 1.8 | 69 | 3.2 | 76 | 3.8 | 63 | 3.1 | 78 | 3.9 | 92 | 4.6 |
| Total | 2,307 | 100 | 2,175 | 100 | 2,000 | 100 | 2,009 | 100 | 2,015 | 100 | 1,989 | 100 |

| | | | | | | | | | | | | |
|--------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | | | | | | | | | | | |
| Graduate | | | | | | | | | | | | |
| White, non-Hispanic | 133 | 83.6 | 120 | 78.4 | 113 | 74.3 | 126 | 78.8 | 119 | 77.8 | 101 | 67.8 |
| American Indian/Alaskan Native | 1 | 0.6 | 0 | 0.0 | 1 | 0.7 | 2 | 1.3 | 1 | 0.7 | 1 | 0.7 |
| Hispanic | 2 | 1.3 | 1 | 0.6 | 1 | 0.7 | 2 | 1.3 | 1 | 0.7 | 5 | 3.4 |
| Black, non-Hispanic | 16 | 10.0 | 18 | 11.8 | 21 | 13.8 | 17 | 10.6 | 12 | 7.8 | 18 | 12.1 |
| Asian or Pacific Islander | 2 | 1.3 | 3 | 2.0 | 5 | 3.3 | 2 | 1.3 | 5 | 3.3 | 6 | 4.0 |
| Other | NA | NA | 1 | 0.6 | 0 | 0.0 | 2 | 1.3 | 1 | 0.7 | 0 | 0.0 |
| Nonresident alien | 3 | 1.9 | 4 | 2.6 | 6 | 3.9 | 4 | 2.5 | 4 | 2.6 | 5 | 3.4 |
| Race/ethnicity unknown | 2 | 1.3 | 6 | 3.9 | 5 | 3.3 | 5 | 3.1 | 10 | 6.5 | 13 | 8.7 |
| Total | 159 | 100 | 153 | 100 | 152 | 100 | 160 | 100 | 153 | 100 | 149 | 100 |

| Fall | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | | | | | | |
|---------------------------------------|--------------|------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | | | | | | | | | | | | |
| Total (All Students) | | | | | | | | | | | | |
| White, non-Hispanic | 2,167 | 87.9 | 1,984 | 85.2 | 1,785 | 82.9 | 1,749 | 80.6 | 1,694 | 78.1 | 1,645 | 76.9 |
| American Indian/Alaskan Native | 6 | 0.2 | 8 | 0.3 | 9 | 0.4 | 9 | 0.4 | 8 | 0.4 | 6 | 0.3 |
| Hispanic | 40 | 1.6 | 32 | 1.4 | 31 | 1.4 | 47 | 2.2 | 45 | 2.1 | 52 | 2.4 |
| Black, non-Hispanic | 158 | 6.4 | 163 | 7.0 | 169 | 7.9 | 207 | 9.5 | 232 | 10.7 | 227 | 10.6 |
| Asian or Pacific Islander | 29 | 1.2 | 34 | 1.5 | 36 | 1.7 | 35 | 1.6 | 49 | 2.3 | 49 | 2.3 |
| Other | NA | NA | 8 | 0.3 | 18 | 0.8 | 26 | 1.2 | 32 | 1.5 | 31 | 1.4 |
| Nonresident alien | 22 | 0.9 | 24 | 1.0 | 23 | 1.1 | 28 | 1.3 | 20 | 0.9 | 23 | 1.1 |
| Race/ethnicity unknown | 44 | 1.8 | 75 | 3.3 | 81 | 3.8 | 68 | 3.1 | 88 | 4.1 | 105 | 4.9 |
| Grand Total | 2,466 | 100 | 2,328 | 100 | 2,152 | 100 | 2,169 | 100 | 2,168 | 100 | 2,138 | 100 |
| | | | | | | | | | | | | |
| Minority Representation | | | | | | | | | | | | |
| Undergraduate | 212 | 9.2 | 222 | 10.2 | 235 | 11.8 | 299 | 14.9 | 346 | 17.2 | 335 | 16.8 |
| Graduate | 21 | 13.2 | 23 | 15.0 | 18 | 18.5 | 25 | 15.6 | 20 | 13.1 | 30 | 20.1 |
| Total | 233 | 9.4 | 245 | 10.5 | 263 | 12.2 | 324 | 14.9 | 366 | 16.9 | 365 | 17.1 |
| | | | | | | | | | | | | |
| Multicultural Representation | | | | | | | | | | | | |
| (Includes Non-Resident Aliens) | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| Undergraduate | 231 | 10.0 | 242 | 11.1 | 252 | 12.6 | 323 | 16.1 | 362 | 18.0 | 353 | 17.7 |
| Graduate | 24 | 15.1 | 27 | 17.6 | 34 | 22.4 | 29 | 18.1 | 24 | 15.7 | 35 | 23.5 |
| Total | 255 | 10.3 | 269 | 11.6 | 286 | 13.3 | 352 | 16.2 | 386 | 17.8 | 388 | 18.1 |

5. Describe how the program provides opportunities and experiences for candidates to interact with diverse candidates.

Teacher education candidates at Meredith College reflect the ethnic, racial, and socioeconomic diversity of the student body, which is reflected in the next table. Meredith College takes seriously student recruitment; however, the primary responsibility for recruitment lies with the [Office of Admissions](#). Meredith College makes intensive efforts to recruit and retain minority students on campus, works diligently to provide experiences on campus to demonstrate the inclusive nature of the environment, and sponsors College Success Workshops in the summer for minority students who have been admitted. Information sessions held during the year focus on academic offerings, financial aid, and college life. The summer workshops focus on study skills, being successful and becoming involved at Meredith College. Teacher education faculty speak with prospective students concerning teacher education, and minority student recruitment is a major emphasis of the North Carolina Teaching Fellows program at Meredith College. Additional minority recruitment out of the Office of Admissions targets schools with higher concentrations of college-bound minority students; attending college fairs, and other programs geared to working with minority students transitioning from school to college. The Office of Admissions contacts minority graduates of the College and current minority students for prospects, and the Department of Education contacts its program graduates who are teaching in high school for minority prospects.

The Department of Education, as well as the College, continues to recruit minority candidates into teacher education, and while the number of the minority teacher candidates is not as great as the department would like, class size at Meredith College allows our students to interact with minority candidates not only in the program, but in classes throughout the College. The College, Department and Teaching Fellows have a commitment to building a diverse community. Recognizing that our total student population was less diverse than we would like, we encourage students to interact with others who have different backgrounds, experiences, religions, and outlooks than themselves. The restructuring of the General Education program is the College's commitment to providing its students with these experiences, both at home and abroad.

The College recognizes that recruitment is only one half of the solution, and that retaining of the students is another important factor. The [Office of Commuter Life and Diversity Programs](#) was established to serve as a support system to the diverse population of students of color. Workshops and seminars sponsored by the office are designed to help students of color be successful academically and socially. In addition, a wide range of services are offered to enhance cultural diversity, racial understanding and personal development of all students at Meredith College. Demonstrating her personal commitment to diversity on

campus, the President established a [Diversity Council](#) on campus to further the diversity initiatives of the College. Those initiatives include:

- Increasing the diversity of our students, faculty, and staff.
- Researching, identifying, and implementing diversity training opportunities for the Meredith community.
- Identifying programs, services, and facilities that will make Meredith a more welcoming environment.
- Identifying diversity resources.
- Evaluating Meredith’s progress towards its diversity goals.

The [Student Government Association](#) (SGA) established the [Unity Council](#) during the 2005-06 school year to study, address, and attempt to solve concerns about diversity; and support the well-being of all students and organizations affected by diversity and prompt inclusiveness.

The goals of Unity Council are varied and include:

- Increased diversity education awareness on campus.
- Providing an open forum for students to voice concerns pertaining to issues of diversity and inclusiveness on campus.
- Sponsoring and co-sponsoring programs, seminars, and/or conferences on campus to deal with diversity issues.

Both Councils have been active since their inception, and continue to be an integral part of the campus, taking on the diversity challenges that the College faces in the 21st century.

6. Describe the diversity (including exceptionalities) of the K-12 students with whom candidates work in clinical experiences. Give specific numbers that reflect the ethnic, racial, gender, and socio-economic diversity and exceptionalities.

The majority of students who enroll in the teacher education program complete field experiences and clinical practice in the [WCPSS](#). The table below indicates the PK-12 student diversity by free and reduced lunch and ethnic profiles of the school system. WCPSS uses socioeconomic data to ensure that no school in the system has more than 40% of its students eligible for free or reduced-price lunch. The school system, with a long-standing commitment to academic excellence and student diversity, has adopted a policy of student assignment that uses socioeconomic data to ensure that no school in the system has more than 40 percent of its students eligible for free or reduced-price lunch.

**Table 4.3
Demographics – Wake County Public Schools
2005-06**

| County | Free/Reduced Price Lunch % | Caucasian % | Hispanic % | African-American % | American Indian % | Asian % | Exceptional Students % | Gifted % |
|--------|----------------------------|-------------|------------|--------------------|-------------------|---------|------------------------|----------|
| Wake | 28.1 | 56.8 | 8.3 | 30.2 | .3 | 4.5 | 15.1 | 14.1 |

WCPSS serves over 14,000 students with special needs. The school system provides a continuum of service to meet the individual needs of learners. When possible PK-12 students are served in schools in their base attendance area or in schools of choice with support from special education and related services and/or building modifications. Most middle and high schools in the WCPSS service special needs students who are able to work in regular classes using the inclusive/consultative model, and most high schools provide curriculum assistance (CA) to special needs students who have transitioned from full time services. The majority of student interns in middle and secondary school classrooms design and execute students in classes with special needs students. Lesson plans indicate accommodations they make for special needs students in the regular classroom. In addition, case studies demonstrate their focus on special needs students in their own classroom.

7. Describe how the program ensures that candidates interact with diverse K-12 students in public schools settings.

Candidates in the teacher education program at Meredith College have substantial opportunity to work with diverse students in the public schools of Wake County. Given the diverse population of the school system, socioeconomic, racially, and ethnically, including exceptional students, teacher education candidates are assigned, monitored, and supervised to ensure that they have experiences with students of varying academic ability and diversity. Schools in Wake County are located in urban, suburban, and rural areas, and given candidates prior experiences in working with diverse populations, field experiences and clinical practice are chosen to give candidates a variety of experiences. In addition to the racial, ethnic, and socioeconomic diversity, Wake County Public Schools is a model of inclusion programs and sheltered instruction for ESL students. Throughout the series of field experiences as part of the various class assignments, teacher education candidates at Meredith work with all levels of students to gain experiences necessary to be an excellent candidate for employment throughout the state of North Carolina and the country.

Race/Ethnicity of Schools Used for Dance Student Interns

Dance candidates are able to complete their internships within schools which offer diversity in the student population. Following is a list of their internship locations noting the specific diversity within each school.

Table 4.4

| LEA Name | School Name | No Data | African-American | Am. Indian /Alaskan | Asian/Pacific Islander | Hispanic | White | Other | Total |
|---------------------|------------------------|---------|------------------|---------------------|------------------------|----------|-------|-------|-------|
| Wake County Schools | East Millbrook Middle | 1 | 21 | | | 2 | 51 | 1 | 76 |
| Wake County Schools | Southeast Raleigh High | 3 | 34 | | | 2 | 87 | 1 | 127 |
| Wake County Schools | Durant Road Middle | | 7 | | | 1 | 68 | | 76 |
| Wake County | William G Enloe High | 4 | 17 | | 4 | 4 | 123 | 2 | 154 |

| | | | | | | | | |
|---------|-----------------------|---|----|---|----|----|---|----|
| Schools | | | | | | | | |
| Wake | Moore Square | | | | | | | |
| County | Museum | | | | | | | |
| Schools | Magnet Mid | 1 | 11 | 1 | 28 | | | 41 |
| Wake | | | | | | | | |
| County | West Lake | | | | | | | |
| Schools | Elementary | 1 | 2 | 2 | 63 | | | 68 |
| Wake | | | | | | | | |
| County | | | | | | | | |
| Schools | Washington Elementary | | 7 | 1 | 1 | 41 | 1 | 51 |
| Wake | | | | | | | | |
| County | Davis Drive | | | | | | | |
| Schools | Middle | 2 | 3 | 1 | 1 | 59 | | 66 |

| |
|---|
| Program Standard 4 Links |
| Xythos |
| E portfolio – Portfolio at a Glance |
| Course Syllabi |
| Program Review/Review of Academic Offerings |

Program Standard 5: Faculty Qualifications, Performance, Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

1. List (in chart form) the program faculty, their qualifications, and their teaching assignments. (See Table 5.0, Program Standard 5.)

Table 5.0
Department of Dance and Theatre
and
Department of Education

| Name | Department | Degree/Licensure Area(s) | Teaching Assignments Relevant to Dance K-12 Program | Content Knowledge (CK), Content Pedagogy (CP), Professional Education (PE) | Status Full Time (FT) Part Time (PT) Adjunct (Adj) |
|--------------------|----------------------------------|---|---|--|--|
| Dr. Sherry Shapiro | Coordinator of Licensure Program | Ed.D. Educational Leadership and Cultural Foundation: Teaching License: Dance Curriculum & Instruction Specialist | DAN 761 Theory and Methods of Teaching Dance, K-6 DAN 762 Theory and Methods of Teaching Dance, 7-12 DAN 763 Reflective Teaching EDU 440 Field Teaching EDU 490 Internship Supervision DAN 352 Dance Repertory DAN 355 Creative Arts Touring Company DAN 357 Creative Arts Touring Company Assistantship DAN 499 Dance Research | Dance Education Cultural Studies Women's Studies | FT |
| Carol Finley | Director, Dance | MFA, Dance | DAN150 Perspectives in Dance DAN 159 Improvisation I DAN 200 Dance in Society DAN 250 Movement Fundamentals I DAN 251 Ballet I DAN 253 Modern I DAN 255 Movement Fundamentals Lab DAN 256 Composition I DAN 257 Music for Dance: DAN 352 Dance Repertory DAN 355 Creative Arts Touring Company DAN 356 Dance Composition II | Dance | FT |
| Talani Torres | Dance | MFA, Dance | | Dance | FT |

| | | | | | |
|------------------------|-----------|---|---|--|-----|
| Alyson Colwell-Waber | Dance | MFA, Dance | DAN 253 Modern I DAN 256 Composition I DAN 352 Dance Repertory DAN 356 Dance Composition II DAN 359 Dance History | Dance | FT |
| Joan Nicholas-Walker | Dance | MFA, Dance | DAN 254 Modern II DAN 354 Modern IV DAN 200 Dance in Society DAN 359 Dance History | Dance | Adj |
| LD Burris | Dance | Artist | DAN 155 African Dance DAN 156 World Dance DAN 352 Repertory | Dance | Adj |
| Angie Browning | Dance | BA, Dance | DAN 254 Jazz II DAN 354 Jazz III | Dance | Adj |
| Cindy Hoban | Dance | MA, BA Dance Licensure Dance K-12 | DAN 761 Theories & Methods of Teaching DAN 762 Theories & Methods of Teaching | Dance | Adj |
| Carol Huncik | Dance | MFA, Dance | DAN 352 Repertory DAN 353 Modern III | Dance | Adj |
| Jay Balachandran | Business | MBA | DAN 156 World Dance | Business/ Classical Indian Performer and Teacher | Adj |
| James Cuthrell | Theatre | MFA, Scenic Design | THE 246 Lighting and Sound | Theatre | FT |
| Wetonah Rice Parker | Education | Ed.D., Curriculum and Instruction, Teaching License: Science, Curriculum & Instruction Specialist, Exceptional Children, Educational Administration | EDU 234, Educational Psychology EDU 241, Introduction to Instructional Media EDU 440, Seminar in Education EDU 467, Secondary School EDU 490, Observation and Directed Teaching EDU 605 Design and Evaluation of Instructional Materials EDU 610 Advanced Educational Psychology | PE | FT |
| Susan Roberts | Education | Ph.D, Education Teaching License: Exceptional Children, Curriculum & Instruction Specialist, Elementary Education, Middle Grades Mathematics | EDU 232 – Foundations of American Education EDU 440, Seminar in Education EDU 490, Observation & Directed Teaching | PE | FT |

| | | | | | |
|--------------------|-----------|--|---|--------|----|
| Julie Schrock | Education | Ph.D. Educational Psychology, Teaching License: K-6 – Elementary, Middle Grades Language Arts | EDU 234, Educational Psychology EDU 466, Pre- Adolescent/Adolesce nt EDU 490, Observation and Directed Teaching EDU 625 Inclusive Teaching in the General Education Classroom | PE | FT |
| Jane Gleason | Education | Ph.D., Curriculum & Instruction Teaching License: Mathematics | EDU 234, Educational Psychology | PE, CK | FT |
| Ellen Graden | Education | Ph.D., Foreign /Second Language Education Teaching License: ESL, Spanish, French, History | EDU 345, Language Minorities in the Public Schools EDU 445, Teaching Elementary ESL Students EDU 490, Observation & Directed Teaching EDU 745, Introduction to Teaching ESL EDU 641, Methods of Teaching ESL EDU 650, Master's Thesis EDU 651, Master's Thesis | CP, PE | FT |
| Monica McKinney | Education | Ph.D., Social Foundations of Education Teaching License: K-6 Elementary Education | CORE 100 – Context of Culture EDU 232 – Foundations of American Education EDU 620, Education in Society EDU 650, Master's Thesis EDU 651, Master's Thesis | PE | FT |

| | | | | | |
|----------------|-----------|---|---|--------|----|
| Jennifer Olson | Education | Ph.D., Elementary Education /Teacher Education Teaching License: K-6 Elementary Education, Reading | EDU 255, Literature for Children and Early Adolescents EDU 450, Reading in the Content Area EDU 490, Observation and Directed Student Teaching | CP, PE | FT |
| Susan Roberts | Education | Ph.D, Education Teaching License: Exceptional Children, Curriculum & Instruction Specialist, Elementary Education, Middle Grades Mathematics | EDU 232, Foundations of American Education EDU 350, Teaching in the Middle School EDU 440, Seminar in Education EDU 490, Observation & Directed Teaching | PE | FT |

Program Standard 5A: Faculty Assignment

One appropriately specialized faculty member, full time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there are a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered.

1. Identify the individual responsible for coordinating the program. Describe the role(s) of this individual including teaching responsibilities in the program.

Five full-time and generally two-three part- time faculty members teach in the Dance licensure program. The Dance and Theatre Department offers a Bachelor of Art with a major in Dance with a Concentration in Dance Education. The faculty members who teach in the department teach dance majors as they move through the required coursework, as well as the dance education methods courses.

The person required for coordinating the art education program is [Sherry Shapiro](#) (see faculty viate). Dr. Shapiro has over 30 years experience in teaching and administration in dance. She has been supervising dance licensure students since the inception of the program in 1990. Dr. Shapiro is a known scholar in the field of dance education and written four books and many refereed articles in the discipline. She has served on local, national and international dance boards, as well as presented nationally and internationally. Her dance education books are used in many dance programs in higher education. The program coordinator in dance education works with other department faculty to meet the following needs;

- Meeting with interested students and responding to inquiries.

- Evaluating transcripts and coordinating with the School of Education on admissions and requirements for licensure.
- Advising and monitoring students in the content/licensure area.
- Maintaining communication and connections with local, state and national leaders in the area of education within the art education area.
- Collaborating with the Director of Teacher Education Programs on curriculum and student issues.
- Coordinating with the Director of Teacher Education necessary changes in the program.
- Coordinating with Director of Teacher Education placements for field experiences and/or student teaching.
- Promoting and marketing the program within the department and throughout the College.
- Remaining current in the area of specialization and education.
- Supervising and evaluating student teachers in the content/licensure area or assuring assignment of these duties to another faculty member.
- Informing the content area department of recommendations/changes in program/licensure requirements.
- Gathering evidence/writing the accreditation report with assistance from the Director of Teacher Education.

2. Describe teaching practices used by faculty. This should include instructional strategies, including technology. How does the teaching reflect the conceptual framework and current best practices in the field?

Few classes in dance are conducted without studio and/or practicum involvement which involves student engagement. The classes are taught using a combination of inquiry, dialogue, group work and collaborative presentations, practicum work, power-point presentations, mini-lectures, question/answer, student presentations, peer assessments, and demonstrations. In addition, course structure and assignments offer students the opportunity to use technology effectively and extensively. Dance education students are offered numerous opportunities to observe and perform in professional settings and to reflect upon and apply the concepts presented. All syllabi for courses in the program are available.

3. Describe Faculty Scholarship.

Faculty in the Dance Program demonstrates scholarship in a variety of ways including performances, publications, productions, and choreography. In addition, they demonstrate leadership in professional organizations and in their field. In viewing their curriculum vitae and our departmental year-in-program reports specific information is provided. For example in the year 2006-2007 these three faculty have been involved in these specific ways. Under each [Dance-Year-End Report](#) a list of faculty activities can be found.

Sherry Shapiro

- Completed research and writing for my book, “Dance in a World of Change; Reflections on Globalization and Cultural Difference” and sent manuscript to publisher;
- Attended and presented at the dance and the Child International Conference, The Hague Holland;
- Served as Research Officer for Dance and the Child International from 2000-2006.

Carol Finley

- Choreographed and performed *Biography of a Garden*. North Carolina Dance Festival Tour. UNC-Greensboro, Appalachian State University, Meredith College, UNC-Charlotte, Wilmington, Asheville, Oct. 2006-Mar. 2007.
- Presented videodance, *A Polka Dream*. Goose Route Dance Festival, Shepherdstown, WV. Jul. 2006.
- Performed *Seen*: by Joan Nicholas – Walker, NickWalk Dance Project Concert, Durham, NC. Oct. 2006.
- *Presented Making Dance For Everyone: Building Audience and Building Community in School Settings: NCAAPHERD Conference, Greensboro, Nov. 2006.*
- Served as President, Board of Directors. North Carolina Dance Alliance. Raleigh / 2006-07
- Served as Graphic Designer (pro bono): North Carolina Dance Alliance 2006-07 membership brochure, Annual Event brochure, DanceVoice Newsletter Fall edition
- Served as Graphic Designer (pro bono): North Carolina Dance Project for the North Carolina Dance Festival tour 2006-07

Talani Torres

- Choreographed *Aeon...Edagorter*, Triangle Dance Festival for AIDS, Chapel Hill—April 2007
- Performed *Biography of a Garden*, North Carolina Dance Festival (NCDF), Raleigh/Charlotte/Asheville Jan-March 2007
- Taught a master class for North Carolina Dance Project Outreach, Enloe High School—March 2007
- Attended American College Dance Festival (ACDF), Ohio University—March 2006
- Served as panelist on United Arts Council of Raleigh, Regional Artist Grant—December 2006
- Attended North Carolina Dance Alliance (NCDA) Annual Event—December 2006
- Attended North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance (NCAAHPERD) Conference—November 2006
- Received North Carolina Dance Alliance Choreography Fellowship—March 2007

4. Describe content pedagogy and professional education faculty service to the institution, collaboration with and service to the public schools, and service to the profession.

Service to the College and to the department is an integral part of the responsibilities of all faculty at Meredith College. Often this involves collaboration with colleagues in all the

disciplines on campus. Committee work, such as Faculty and Academic Council, Teacher Education Committee, Service Learning Committee, search committees, department programs, such as the Center for Women in the Arts, curricular and program reviews, mentoring, serving on advisory groups and task forces are important service roles expected of all faculty.

The program coordinator for Dance continues to work with the Director of Teacher Education on the facilitation of the dance education program.

Service to the schools is an area expected of all teacher education faculty. The dance education faculty actively supports work with the public schools. Schools and school-aged students have been frequently invited to participate in productions of both faculty and students at Meredith. Licensure candidates observe and teach classes for area schools. They also engage local area schools through the Creative Arts Touring Company which promotes education through the arts. Area students also are invited to participate in High School Day of Dance and the Children’s Program during the North Carolina Dance Festival, a state wide festival showcasing choreography across the state.

Faculty in teacher education and dance education have contributed to the profession in various ways such as, presentations at conferences, international travel and study, as curriculum consultants, and serving as reviewers for dance programs, articles and choreography.

Service by the Department of Education to the Institution, Public Schools and Profession

The Department of Education serves the College, public schools, and the profession in many ways.

The Department of Education collaborate with colleagues in the disciplines. Some examples of this collaboration are:

- Drs. Jane Gleason and Ellen Graden have presented workshops during the 2006-2007 school year on Mathematics Instruction and English Language Learners.
- The SCALE grant promoting literacy and service involves two departments within the School of Education, Health and Human Sciences. The grant focuses on embedding service-learning into teacher education coursework.
- Two faculty members, one in education, one in music collaborated to provide curriculum to the North Carolina Symphony. The Symphony members visited 4th grade classrooms and conducted lessons that enhanced/enriched writing for those students.

The following table represents work with the public schools provided by the members of the Department of Education during the 2006-2007 school year.

| Faculty | Description of Service | Service Recipient |
|----------------------------------|--|---------------------------------------|
| Manley Midgett – adjunct faculty | Project Manager for the Northeast Math Science Project | NC 9-12 Science Teachers |
| Monica McKinney | Board member and MotherRead volunteer | Maureen Joy Charter School Durham, NC |
| Susan Roberts | ILT Support for our Partner | ILTs in partner schools, |

| | | |
|-------------|---|--|
| | Schools (workshops held on campus) | mentors, principals, and recent graduates from our program |
| Toni Parker | Wake Education Partnership- Wake Task Force on Teaching Excellence Steering Committee – 2006-07 Richard Jenrette Teaching Excellence Award Committee- Broughton High School – 2006- 07 | Wake County Public Schools |

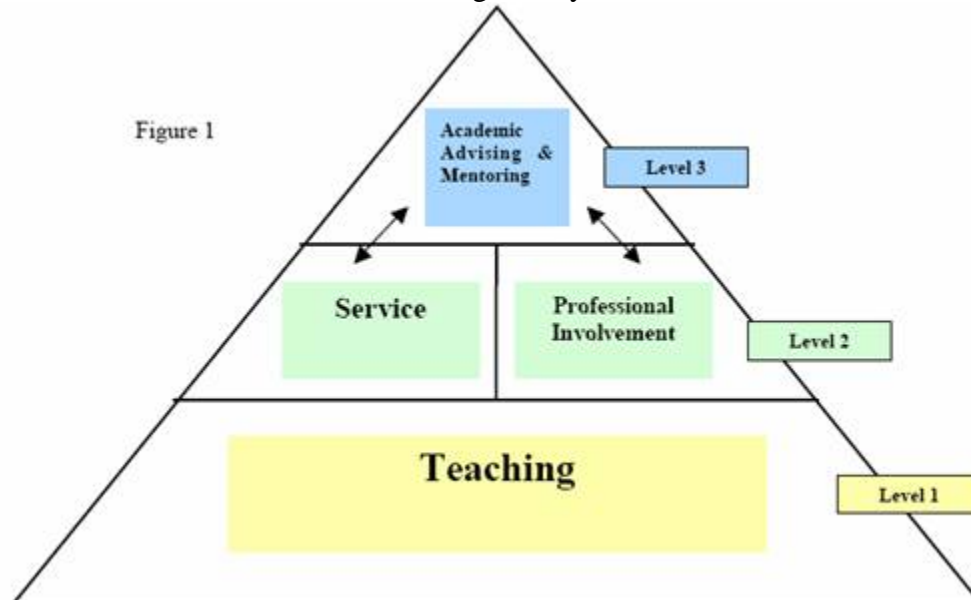
The faculty members in the Department of Education are very involved in the education profession as demonstrated by the information below:

| Faculty | Description of Service | Service Recipient |
|---|---|---|
| Toni Parker | State Evaluation Committee Member (2004-2008) | NC Teacher Education Program Approval Process |
| Toni Parker | NCATE Liaison and program reviewer (2005-2007) | NC Teacher Education Program Approval Process |
| Monica McKinney | Program reviewer (2005-2007) | NC Teacher Education Program Approval Process |
| Ellen Graden | Taught high school English, and provided professional development for English teachers in Taipei, Taiwan. (Fall -06) | Chinese students learning English in Taipei, and teachers of those course |
| Jane Gleason | Coordinated and hosted the Fourth Biennial National / First International Cognitively Guided Instruction in Mathematics conference in March. | |
| Julie Schrock | National Board Support Group | Teachers who are in process of National Board Certification |
| Jennifer Olson | External Reviewer for Belmont Abbey College (2007) | The BAC Education Department- in preparation for a SACs review |
| Beth Weir (2005-2006) and Jennifer Olson | Children’s Choice Project (2005-2007) | K-6 classrooms and Children’s Book Council |

5. Describe the faculty evaluation process.

Full time teaching faculty at Meredith College are evaluated annually in accordance with the Faculty Role Model. The criteria for evaluation include teaching, academic advising and mentoring, service and professional involvement. Part time faculty are evaluated in the area

of teaching. The criteria for evaluation are divided into three levels of priority (See Figure 1). All criteria are considered in evaluating faculty.



As reflected by the role model, teaching is central to the College's mission. With the exception of teaching, faculty roles may shift emphasis in a given year by mutual agreement of the faculty members and the department head and/or Dean. The designation of role priorities for the upcoming year is a part of the professional development plan of the faculty member. The priorities may be changed during the academic year by mutual agreement of the faculty member, department head and Dean. A faculty member is not expected to be accomplished in all the indicators in order to fully meet a faculty role criterion. Consequently, the list of indicators under each role is neither a set of requirements, nor an exhaustive list of expectations. However, department may add specificity to the criteria for evaluation designated in the role model, as long as the specifications do not alter the framework of the role model.

According to the Meredith College *Faculty Handbook*, the faculty member should reflect at the end of each academic year, and design a professional development plan. The *Faculty Handbook* describes each area of the Faculty Role Model, and reflects the philosophy at Meredith College that teaching is at the heart of the College's mission.

Student evaluations are administered at the end of every semester. Each full time faculty member is responsible for an annual report and a report on professional accomplishments. Guidelines for these reports are outlined in the Faculty Handbook, section 3.2.6. The department chair prepares an annual evaluation of each faculty member. The evaluation includes relevant information such as a teaching observation, any observations conducted by peers, and student evaluations. This report is submitted to the Dean. All faculty members, tenured or non-tenured are observed by members of the department as part of the faculty role model.

6. Describe how faculty assess their own effectiveness as related to candidate performance.

Faculty distribute course and instructor evaluations for every course every semester. The evaluations are given to the Vice President for Academic Programs, assessed, and the results are returned to the department chair and the faculty member. In addition, all faculty, tenured and non-tenured have peer observations. These evaluations become a part of the faculty members file for tenure/promotion. Evaluations of supervisors of the student internship, including the narrative comments, are given to the department chair, director of teacher education, and the supervisor.

7. Describe how faculty evaluations inform teaching, scholarship, and service.

Faculty at Meredith College annually evaluate their teaching, scholarship, and service, and document their activities through an annual and professional activities report. The annual report serves as a self evaluation, and is correlated to the faculty role model. The self evaluation includes a:

- Description of teaching responsibilities, activities, and accomplishments. Self evaluation and reflections by the faculty should include strong points and challenges, as well as any actions taken or revisions planned based on student, supervisor, peer, or self evaluations.
- Description of activities related to advising and mentoring. The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Description of service responsibilities, activities, and accomplishments. The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Summary of professional involvement. The self evaluation and reflection needs to include supporting documentation, and professional reviews.

A professional development plan is designed by the faculty member that articulates current and long range goals in all areas of the faculty role model, and presents strategies for the accomplishment of these goals, specifically for the upcoming year. A prioritization of the criteria for evaluation for the upcoming year is a part of the plan, with a minimum of a 3-year window.

8. Describe the professional development opportunities provided for faculty.

Many development opportunities are provided for faculty at Meredith College.

- Conversations with Colleagues are held once a month on Mondays at the 10:00 hour. Conversations are viewed as an opportunity for faculty to gather to discuss topics that address faculty concerns such as: assessment, teaching and studying abroad, workload study and life balance, and tenure, promotion, and retirement. At the beginning the academic year, faculty are asked for topics of importance.
- Faculty Symposia are an opportunity for faculty to share their professional and scholarly work.

- Technology Services offers workshops and seminars on software programs, such as *Access*.
- Professional Development Time gives faculty the opportunity to apply for one semester release from a course to carry out research, writing, and other professional development projects.
- Sabbaticals are awarded every year to a maximum of six faculty members who have completed at least six years of full-time teaching.
- The College supports travel by providing summer study grants. Grants have been awarded for expenses such as tuition, travel, and individual study.
- Technology Faculty Development Grants provide faculty with technology funds to support the innovative use of technology in instruction and scholarly work.
- All faculty are given a specific amount of funding for travel to conferences; however, the Dean of individual schools have faculty development funds that can be used to assist in this travel.
- Meredith Aboard offers faculty an opportunity to teach and travel to Italy, England, and Switzerland, as well as Bolivia and China.

9. Describe practices to select, orient, communicate with, and evaluate adjunct faculty to ensure program quality.

Adjuncts in teacher education and dance are usually long term, especially in the Department of Education. The adjunct faculty in dance usually teach specific courses which add diversity to our program, both in forms of dance, as well as faculty. Adjunct faculty are formally assessed in Dance through the standard student evaluation process and Department Head observation. Adjunct faculty are assigned a shared office and a mailbox, and are mentored by the director of dance.

Adjunct teaching faculty in the Department of Education have been teaching in the program for more than 10 years, and the adjunct supervisors are characteristically in the K-6 program. The chair of the department meets with adjunct faculty at least twice an academic year, no matter how long they have been a part of our program.

| Program Standard 5 Links | |
|---|--|
| Xythos | |
| Program Coordinator Job Description | Curriculum Vitae Dance Faculty Education Faculty |
| | Course Syllabi |

Standard 6: Program Governance and Resources

The program has leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1. Describe where the program is administratively housed and its relationship to the unit. Describe how this organization structure provides for the leadership for and the oversight of the program.

The dance education licensure program is housed in Weatherspoon and Jones buildings. Most dance courses take place in the Weatherspoon building where the studios and dance faculty offices are located. The licensure program is in the Department of Dance and Theatre (newly organized four years ago). The Department is in the School of Art.

The program coordinator is Sherry Shapiro, who is licensed in dance (K-12). Dr. Shapiro works with the Director of Teacher Education, and other appropriate additional faculty in dance, on all curricular aspects of the program related to the content area. As director of the teacher education program, Dr. Parker will be responsible for the aspects of the program related to professional coursework and field and practicum experiences. There are regular communications and meeting with the Director of Teacher Education.

The Director of Teacher Education has multiple responsibilities for the licensure programs on campus. Those responsibilities include responsibility for the program and curricula of the K-6, 6-9, 9-12, and K-12 programs at the baccalaureate level. The professional core, courses taken by all students seeking licensure, program changes, and communication with public school personnel in regards to the field placements, including internships for 6-9, 9-12, and K-12 students, are the responsibility of the director.

The chair of the Department of Education has responsibility for the overall administration of all licensure programs, and the main vehicle for communication and collaboration is the Teacher Education Committee, along with the normal College structure for curriculum proposals and approval. The Chair or her designee is the licensure officer for the College in its relationship with the North Carolina Department of Public Instruction.

2. Describe the adequacy of the number of faculty to support the program.

Students in the dance licensure program are taught education courses by the faculty of both the dance program and the Department of Education. All have teaching experience. Theory and Methods or Teaching Dance courses are taught only by a licensed dance educator, Sherry Shapiro. Student teaching internship and field supervision is primarily the responsibility of Dr. Shapiro. With only one licensed dance faculty, there is at times, a need to hire adjuncts to teach in the program when that one licensed faculty is not available (sabbatical, faculty development, course over load). Along with the concern for having available another full time faculty to teach methods courses, I believe, it would improve the overall quality of the program if more than one person was involved in teaching and supervising licensure

candidates in their dance education classes, as well as in the areas of curriculum development, community links and the development of partnership programs.

The Education Department includes 9 full-time faculty members and 10 part time faculty/supervisors. The Dance and Theatre Department includes 7 full-time faculty members, five who teach courses in the licensure program.

3. Describe the adequacy of the non-faculty personnel that support the program. This should include graduate assistants.

There are no graduate assistants at Meredith College. The Dance and Theatre department has a part time departmental assistant and two student workers. Paperwork and related materials for the dance education program are handled by the program coordinator, Dr. Shapiro (see the Program Review for an analysis of the program and its resources).

NON-FACULTY SUPPORT

13 hrs/week musician

12 hrs/week dept assistant

10 hours/week student assistant

40 hours/semester technical director

The dance licensure program is supported by the program coordinator who has no administrative or course release time, nor any non-faculty support other than the shared departmental support. This situation hinders the ability for the program coordinator to do more than the absolute necessary work with students and program.

4. Describe the facilities in which the program is housed and their adequacy. The response should include office and meeting space.

All dance and dance education courses are generally taught in the Weatherspoon Gym. Courses and performances which engage students in lighting and design, stage management, performance and production are generally taught in Jones.

The office of the Department head is located in Jones as is the theatre faculty, while the dance director, licensure coordinator and other dance faculty are located in Weatherspoon. Currently, the dance faculty of four and the adjuncts are sharing four office spaces. There is only one classroom located in Weatherspoon. This classroom is shared with the Health, Exercise and Sports Science Program. There is one designated dance studio and one movement lab which is shared as both a classroom and movement space with the HESS program. These limitations are problematic as students and faculty have limited movement space to prepare, rehearse or meet to create and perform work or have classes. There is no meeting space in the Weatherspoon building and therefore meetings are often met off campus or in the kitchen area of the building.

Facilities Descriptions:

Jones Auditorium

Jones Auditorium has a proscenium theatre that seats 400 patrons downstairs and 220 in the balcony. Many dance and theatre productions are held in Jones Auditorium, which also hosts Meredith's lecture series and other special events each semester. Built in 1949, the auditorium was renovated in 1973 and had another facelift in the summer of 1998. The auditorium was named in honor of former trustees Wesley Norwood Jones and Sallie Bailey Jones.

Studio Theatre

Studio Theatre is a black box theatre located below Jones Auditorium. The seating arrangement can vary according to the demands of the production, but averages about 90 seats per show. This theatre is also used as a classroom and has mirrored walls covered by curtains to facilitate dance or movement courses.

Weatherspoon Gym houses the main dance studio, an approximately 1,300 square foot space with natural lighting and a sprung floor, which is used for technique classes, rehearsals and many lab courses. The smaller Movement Lab, also in Weatherspoon Gym, is used for lab classes and student rehearsals.

5. Describe the library resources that support the program and their adequacy. This should include library resources and curricular materials.

Library and instructional resources are available for purchase through departmental budgets. Funds for departments with licensure programs are available through the library from the Department of Education. Budgets are adequate to support the needs of the Department of Education. Materials needed for art education must often compete with other art areas in lean budget years, but the Director has been supportive of requested materials when feasible.

The Carlyle Campbell Library provides resources to support the Meredith community, including our education licensure students. The dance education coordinator reviews materials to update the content area.

Library Collections

The library collection includes over 190,000 volumes. Education materials are located in two places within the collection—in the Dewey Decimal classification 370-379 (with 5,968 volumes), and in the Curriculum Materials Center. The Curriculum Materials Center on the ground floor of the library includes all textbooks approved for K-12 use in the state of North Carolina (8,636 volumes) and a large collection of literature for children and young adults (5,394 volumes). More than 1 out of every 5 items in these collections has been checked out in the last three years. The library also owns over 7,500 videos, laserdiscs and DVDs. This collection is heavily used by student interns. The music library includes a substantial pedagogy collection, along with over 8,000 scores and 2,500 CDs.

Materials are added to the library collection in a variety of ways. Each academic department appoints a faculty member as library liaison to manage the portion of the library acquisitions budget directly allocated to the department. For the Department of Education, the amount allocated for this fiscal year is \$2,147.00. In addition to funds directly allocated to each department, the library supports purchases through an approval plan. Faculty members from each academic department assisted the library's Head of Technical Services in creating a profile that described the types of materials that would support the Meredith curriculum. Books fitting that profile are sent to the library where they are available for review by faculty and librarians. Books deemed appropriate for the collection are retained. In this manner, the library acquired 54 books in the education field last year. In addition, the library has a supplemental budget for the acquisition of materials at the graduate level to support the College's graduate programs. In FY2005/2006, the library spent \$14,787.31 on library materials in the field of education, adding 2,358 volumes to the collection. Upper division and graduate students conducting advanced research will occasionally need resources outside the scope of the library's acquisitions program. For these researchers, the Library provides Interlibrary Loan (ILL) services and the ability to borrow books directly from North Carolina State University. ILL services are provided at no charge to graduate students. Charges for undergraduates begin only after the student has made her 10th ILL photocopy request in a particular semester. There are no charges for borrowing books through ILL.

Online databases and periodical subscriptions

The library subscribes to over 100 databases for our students in a variety of disciplines (including ERIC). Many include access to the full text of resources indexed in them. The library directly subscribes to 2,289 journals in print and electronic form. Academic departments are surveyed annually to determine the appropriateness of current subscriptions and the need for new subscriptions. Through the online databases, direct subscriptions, and access to free resources across the Internet, the Library staff has identified 1,217 titles with a focus on education issues for our students. Some of the most heavily used education periodicals include:

- American School Board Journal
- Art Education
- Child Development
- Childhood Education
- Education Week
- Educational Leadership
- Language Arts
- Phi Delta Kappa
- Reading Teacher
- School Arts
- Times Educational Supplement

- Journal of Dance Education
- Dance Chronicle

Dance Magazine
Dance Research
Dance Research Journal
Dance Teacher
Dance Scope
Dance Spirit
American Journal of Dance Therapy
New Dance Review
JOHPERD

Library Services and Support

The Carlyle Campbell Library is open 102 hours per week—until 1am Sunday through Thursday nights. The library website, <http://www.meredith.edu/library>, organizes information, services, and resources available to the Meredith community online. The Information Desk is staffed by Reference Librarians and Reference Department Student Assistants 77 hours per week. In addition to coming to the information desk for assistance, students may also schedule time with a librarian to work on appropriate avenues for conducting research on a topic.

6. Describe the technology resources that support the program and their adequacy.

Meredith College is a [laptop campus](#). All faculty have a laptop computer, printer, APC power strip, security cable, and a carrying case. The laptop comes preloaded with the Microsoft Office Suite, antivirus software, and other programs that may be content specific. Technology Services is readily available for technical assistance to support faculty, staff, and candidates in meeting their teaching/learning goals. Computer labs are available to candidates in three buildings on campus, Ledford, SMB, and Harris. In addition, EDU 241, Introduction to Instructional Media is taught in SMB where data projectors are mounted in the ceiling, and may be connected to the provided desktop or the faculty/student laptop.

In the Dance Program we have use of portable TV, VCR, DVD, and Data Projectors located in the Weatherspoon Building. Lighting and Sound equipment for classes are located in Jones Auditorium. We have one digital camera dedicated to dance. We have use of computer labs across campus when booked ahead of time.

7. Describe the adequacy of the fiscal resources that support the program.

Fiscal resources are baseline. There is no separate funding for the licensure program. The departmental budget is challenged to meet all departmental program needs. There are no departmental funds to support student travel to conferences or presentations.

Travel allocations from the College operating budget are made to each academic department in the amount of \$450 per full time faculty member. In the year 2007-2008 this amount was raised to \$500.00. Deans support conference presentations with more funding. Faculty in

dance has full access to duplication through the Copy Services and copy machines in the building.

Standard 6A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

1. Describe institutional and program policies and practices related to faculty loads, including student teaching supervision.

Workload Policies. Faculty members are expected to teach 21 credit hours per year (fall and spring semesters), with the average undergraduate course being three credit hours. In departments with graduate programs, faculty receive 4.5 hours of credit for graduate courses with enrollments equal to or greater than ten. In making teaching assignments, the department head considers such criteria as the number of preparations and total number of students taught. Faculty are compensated monetarily for teaching in any of the summer sessions offered by the college. In addition to teaching, the faculty role model adopted in 2003 includes academic advising and mentoring, service, and professional involvement. The role model is prioritized by the faculty member in consultation with the department head each year. Teaching always occupies the highest level of priority but the prioritization of the other areas is flexible. Sometimes faculty members assume special duties or administrative positions that require a reduction in the teaching load. Such reductions require approval from the department head and the Dean.

Supervisory responsibilities in student teaching are considered in load assignments. Each student intern counts as a 0.67 semester hour, so that 5 student teachers would be equivalent to one 3-hour course. Supervisors for the middle/secondary/K-12 licensure areas are usually full time faculty. The Department of Education has student interns in the schools during fall and spring semesters; therefore, meetings are held semi-annually for supervisors and cooperating teachers. The Coordinator for Dance is required to observe each student teaching for a minimum of 4 times. Problems in student teaching require more hours of observation and conversation both with the student intern and the cooperating teacher. The *Student Internship Handbook* explains the policies problems in student teaching, removal from the program, and possible return.

All area high schools are on block schedule, with 90-100 minute periods, and supervisors are to observe the entire class period. At the midpoint of the student internship experience, college supervisors, cooperating teachers, and student interns complete a midterm evaluation using the *Teacher Candidate Evaluation Rubric* (TCER), which includes information on knowledge, skills, and dispositions. Also, the technology portion of the professional portfolio is due for its first formal evaluation. Supervisors, cooperating teachers, and student interns have midterm conference. At the conclusion of the internship, all supervisors, cooperating teachers, and student interns have a final conference and the complete final

evaluations, each completing his/her own, using the TCER again. At the final conference, the professional portfolio, which reflects on the internship experience and with the satisfactorily completed technology requirements, is required.

2. Provide a chart summarizing faculty teaching, advisement, and committee loads by semester for the year of record and the preceding year. The chart should include the same faculty included in the chart for Standards 5 and 5A.

Dance Faculty

| Fall 2006 | | | | |
|---|---|---|--|-----------------|
| Name | Teaching Load | Advisement | Committees | Department |
| Sherry Shapiro | Dan 763 -3 cr. Reflective Teaching | 21 students for dance and women's studies | Coordinator for Dance Education | Dance & Theatre |
| | DAN464 – 2 cr. Private Studio Field Teaching | | Academic Council | Dance & Theatre |
| | EDU440 – 1 cr. Field Teaching | | Chair, Women's Studies Advisory Board | Women's Studies |
| | EDU490 – 6 cr. Observation and Directed Teaching | | Chair, Friends of Women's Studies | Women's Studies |
| | WST 200 – 3 cr. Reading Women's Lives; Introduction to Women's Studies | | Member of Academic Administrators | Women's Studies |
| | <u>Special Studies – Non Credit Teaching</u> | | Program Director for Women's Studies | Women's Studies |
| | DAN 464 Field Teaching in Private Studio – 2 cr. (2 students) Spring | | | |
| | DAN 499 – 3 cr. Dance Research (1 student) | | | |
| | EDU 450 Field Experience – 1 cr. (1 student) | | | |
| | WST 499 Research in Women's Studies – 3 cr. (2 students) | | | |
| WST 472 Service Project in Women's Studies – 3 cr. (3 students) | | | | |
| WST 300 Feminist Theory – 3 cr. (1 student) | | | | |

| | | | | |
|----------------------|--|---|--|---|
| Alyson Colwell-Waber | 3 credit hours; Taught CORE 100 | Cohort of 12 freshman, as well as four sophomores who'd as yet not declared their major | Responsible Administrator for three committees: (Service-Learning, Honors, General Education) And member of Deans Council | Dance & Theatre Academic Dean for Special Programs |
| Talani Torres | DAN 200- Dance in Society -3 cr. DAN 153 Modern I -2 Cr. DAN 154 – Jazz I – 2 cr. DAN 353- Dance Repertory – 1 cr. DAN 354 Jazz III – 2 cr. | No advising | No Committee Work | Dance & Theatre |
| Carol Finley | DAN 150 Perspectives in Dance -1 cr. DAN 151 Ballet I - 2 cr. DAN 257 Music for Dance - 2 cr. DAN 355/357 Creative Arts Touring Company and CATCO Assistantship - 2 cr. DAN 456 Meredith Dance Theatre - 4 cr. DAN 352 Repertory - 1 cr. DAN 460, 463, 464, Dance Practica: General, Tech Theatre, and Choreography; and DAN 457 Pedagogy in Dance Technique - 1 cr. | 14 Dance majors | Faculty Council General Education Assessment Team Program Director for Dance | Dance and Theatre |

Spring 2007

| Name | Teaching Load | Advisement | Committees | Department |
|----------------|---|---|---|--|
| Sherry Shapiro | DAN 761- 3 cr. Theories and Methods of Teaching Dance K-6 Dan 464 – 2 cr. Private Studio Practicum WST 495 – 3 cr. Crossing Borders; Women Making Change in a Global Society <i>Non-Credit/Independent</i> | 21 students for Dance and Women's Studies | Coordinator for Dance Education Academic Council Chair, Women's Studies Advisory Board Chair, Friends of Women's Studies | Dance & Theatre Dance & Theatre Women's Studies Women's Studies |

| | | | | |
|----------------------|---|--|--|---|
| Alyson Colwell-Waber | <p>WST 472 – 3 cr. (1 student)</p> <p>WST 499- 3 cr. (1 student)</p> <p>DAN 499- 3 cr. (1 student)</p> <p>DAN 462 – 2 cr. (2 students)</p> <p>Summer Special Studies = WST 299, WST 499, DAN 499</p> <p>3 credit hours;</p> <p>Taught CORE 100</p> | Cohort of 12 freshman, as well as two sophomores who'd as yet not declared their major | <p>Academic Administrators</p> <p>Program Director for Women's Studies</p> <p>Responsible Administrator for three committees: (Service-Learning, Honors, General Education)</p> <p>And member of Deans Council</p> | <p>Women's Studies</p> <p>Women's Studies</p> <p>Women's Studies</p> <p>Dance & Theatre</p> <p>Academic Dean for Special Programs</p> |
| Talani Torres | <p>Dan 200 Dance in Society – 3 cr.</p> <p>DAN 256 Dance Comp I – 3 cr.</p> <p>DAN 253 – Modern II- 2 cr.</p> <p>DAN 453 – Modern IV – 1 cr.</p> <p>DAN 251 – Ballet II – 2 cr.</p> | None | None | Dance & Theatre |
| Carol Finley | <p>DAN 159 Movement Improvisation - 2 cr.</p> <p>DAN 456 Meredith Dance Theatre - 4 cr.</p> <p>DAN 352 Repertory - 1 cr.</p> <p>DAN 460, 463, 464, Dance Practica: General, Tech Theatre, and Choreography; and DAN 457 Pedagogy in Dance Technique - 1 cr.</p> | 12 Dance Majors | <p>Faculty Council</p> <p>General Education Joint Workgroup</p> <p>Program Director for Dance</p> | Dance and Theatre |
| LD Burris | DAN 155 African Dance – 1 cr | none | none | Dance and Theatre |
| Joan Nicholas-Walker | <p>.DAN 351 Ballet III- 1 cr.</p> <p>DAN 359 Dance History- 3 cr.</p> <p>DAN 353 Modern III – 1 cr.</p> | none | none | Dance and Theatre |
| Angie Browning | DAN 254 Jazz II- 1 cr. | none | none | Dance and Theatre |
| Jay | DAN 156 World Dance – | none | none | Dance and |

| Balanchandran | 1 cr. | | | Theatre |
|----------------------|--|--|---|---|
| Fall 2007 | | | | |
| Name | Teaching Load | Advisement | Committees | Department |
| Sherry Shapiro | DAN 762- Theories & Methods of Teaching 7-12 – 3 cr. WST 200 – Intro to Women’s Studies – 3 cr. <i>Non-Credit/Independent</i> DAN 499- 3 cr. (4 students) WST 499- 3 cr. (2 students) WST 299 – 3 cr. (1 student) | 16 dance and women’s studies students | Coordinator for Dance Education Academic Council WS Advisory Board Member of Academic Administrators Program Director for Women’s Studies | Dance and Theatre Dance and Theatre Women’s Studies Women’s Studies Women’s Studies |
| Alyson Colwell-Waber | 5 credit hours <i>(partial sabbatical leave – half load of typical 10-12 credit hours)</i> Teaching CORE 100 and DAN 258 | YES –five sophomores who’ve not yet declared their major | None due to sabbatical leave | Dance & Theatre |
| Talani Torres | Dan 200 Dance in Society – 3 cr. DAN 259 Improvisation II – 2 cr. DAN 354 Jazz III - 2 cr. DAN 352 Repertory – 1 cr. DAN 455 Performing Arts Administration – 3cr. DAN 460, 463, 464, Dance Practica: General, Tech Theatre, and Choreography; and DAN 457Pedagogy in Dance Technique 1 cr. | Advising 5 students | Convocation Committee | Dance & Theatre |

| | | | | |
|---------------------|--|-----------------|--|-------------------|
| Carol Finley | DAN 150 Perspectives in Dance – 1 cr. DAN 250/255 Movement Fundamentals and Lab – 3 cr. DAN 256/252 Composition II and Part. In Choreographic Projects - 3 cr. DAN 456 Meredith Dance Theatre - 4 cr. DAN 352 Rep/ 1 cr. | 12 Dance Majors | Faculty Council General Education Joint Workgroup Program Director for Dance | Dance and Theatre |
| Carol Huncik | DAN 153 Modern I – 2 cr. | none | none | Dance & Theatre |
| Angie Browning | DAN 154 Jazz I- cr. | none | none | Dance & Theatre |
| Joan Nicolas-Walker | DAN 151 Ballet I – 2 cr. DAN 351 Ballet III – 2 cr. DAN 353 Modern III – 2 cr. | none | none | Dance & Theatre |
| LD Burris | DAN 156 – World Dance – 1 cr. | none | none | Dance & Theatre |

Education Faculty

| Fall 2006 | | | | |
|---------------|--|----------------------------|--|------------|
| Name | Teaching Load | Advisement | Committees | Department |
| Jane Gleason | EDU 234 – Educational Psychology; EDU 401 Mathematics in the Elementary School; EDU 651 – Master’s Thesis | None | Tenure and Promotion, Co-Chair | Education |
| Ellen Graden | EDU 445 ESL in the Elementary School; EDU 745 – Introduction to Methods of ESL; EDU 641 – Methods of Teaching ESL; EDU 651 – Master’s Thesis | Director, Graduate Program | Graduate Advisory Committee | Education |
| Linda Hubbard | EDU 232 – Foundations in American Education | 6 | Teacher Education, Dean’s Council, Teaching Fellows Advisory | Education |
| Beth Marr | EDU 255 – Literature for Children and Early Adolescents; EDU 300 | None | None | Education |

| | | | | |
|---------------------|--|------|--|-----------|
| | – Introduction to Language Arts; EDU 400 -Communication Skills in the Elementary School | | | |
| Monica McKinney | EDU 232 – Foundations of American Education; CORE 100 – The Context of Culture; EDU 651- Master’s Thesis | 10 | Teacher Education, General Education, Faculty Council | Education |
| Jennifer Olson | EDU 255 – Literature for Children and Early Adolescents; EDU 450 – Reading in the Content Area | None | None | Education |
| Wetonah Rice Parker | EDU 440 – Seminar in Education; EDU 467 – Secondary School; EDU 490 – Observation and Directed Teaching, EDU 651 – Master’s Thesis | 10 | Teacher Education, Teaching Fellows, Tenure and Promotion, | Education |
| Susan Roberts | EDU 440 – Seminar in Education; EDU 232 – Foundations in American Education; EDU 490 – Observation and Directed Teaching | None | None | Education |
| Julie Schrock | EDU 234 – Educational Psychology; EDU 466 –Preadolescents/ Adolescent Behavior; EDU 490 – Observation and Directed Teaching | 10 | Academic Council, General Education | Education |

| Spring 2007 | | | | |
|--------------|---|----------------------------|--------------------------------|------------|
| Name | Teaching Load | Advisement | Committees | Department |
| Jane Gleason | EDU 234 – Educational Psychology; EDU 401 Mathematics in the Elementary School; EDU 490 – Observation & Directed Teaching | None | Tenure and Promotion, Co-Chair | Education |
| Ellen Graden | EDU 445 ESL in the Elementary School; EDU 745 – Introduction to | Director, Graduate Program | Graduate Advisory Committee | Education |

| | | | | |
|---------------------|---|------|--|-----------|
| | Methods of ESL; EDU 641 – Methods of Teaching ESL; EDU 651 – Master’s Thesis | | | |
| Linda Hubbard | CORE 100 – The Context of Culture | 6 | | Education |
| Beth Marr | EDU 300 – Introduction to Language Arts; EDU 400 -Communication Skills in the Elementary School; EDU 676- Clinical Application of the Reading Process | None | None | Education |
| Monica McKinney | EDU 232 – Foundations of American Education; CORE 100 – The Context of Culture; EDU 651- Master’s Thesis | 10 | Teacher Education, General Education, Faculty Council | Education |
| Jennifer Olson | EDU 255 – Literature for Children and Early Adolescents; EDU 450 – Reading in the Content Area; EDU 490 – Observation & Directed Teaching | None | None | Education |
| Wetonah Rice Parker | EDU 440 – Seminar in Education; EDU 467 – Secondary School; EDU 490 – Observation and Directed Teaching, EDU 651 – Master’s Thesis | 10 | Teacher Education, Teaching Fellows, Tenure and Promotion, | Education |
| Susan Roberts | EDU 440 – Seminar in Education; EDU 232 – Foundations in American Education; EDU 490 – Observation and Directed Teaching | None | None | Education |
| Julie Schrock | EDU 234 – Educational Psychology; EDU 466 –Preadolescents/ Adolescent Behavior; EDU 490 – Observation and Directed Teaching | 10 | Academic Council, General Education | Education |

| Summer 2007 | | | | |
|--------------|--|------------|------------|------------|
| Name | Teaching Load | Advisement | Committees | Department |
| Jane Gleason | EDU 234 – Educational Psychology | | | Education |
| Ellen Graden | EDU 645 – Culture & the Language Teacher | | | Education |
| Beth Marr | EDU 677 – Teaching | | | Education |

| | | | | |
|------------------------|---|--|--|-----------|
| | Writing K-12 | | | |
| Wetonah Rice Parker | EDU 241 – Introduction to Instructional Media; EDU 605 – Design & Evaluation of Instructional Materials | | | Education |

| Program Standard 6 Links | |
|---|--|
| Xythos | |
| Program Coordinator Job Description | Course Syllabi Curriculum Vitae Program Review |