



COLORADO
Department of Education

Colorado State Model Evaluation System

Practical Ideas for Evaluating **Teachers of the Arts:** *Dance*

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To provide feedback, please email: Educator_Effectiveness@cde.state.co.us

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The many contributions of the arts educators are gratefully acknowledged. Arts educators across Colorado generously gave their time and expertise to write this practical ideas guide as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to help teachers of the arts and their evaluators better understand the Colorado State Model Educator Evaluation System and how it applies to them. Arts educators who contributed to the development of this brief include:

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Colorado State Model Educator Evaluation System: Practitioner Ideas for Evaluating Teachers

Introduction

Colorado's S. B. 10-191 requires schools, school districts, and the Colorado Department of Education (CDE) to evaluate all licensed educators with state approved quality standards and elements at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and special services providers. The Colorado State Model Educator Evaluation System, developed in response to the passage of S. B. 10-191, requires all teachers, including those in non-traditional classroom roles, to be evaluated using the same processes and materials used for classroom teachers. Throughout the development and pilot testing of the evaluation system, teachers in non-traditional classroom roles have expressed questions about the applicability of the evaluation system for educators such as themselves. Because of the content they teach and their responsibilities, the teacher evaluation materials may not provide evaluators opportunities to review and rate all facets of the educator's work. This practical ideas guide is intended to help these types of educators and their evaluators maximize the flexibility options built into the system to ensure a fair, valid and reliable evaluation for all educators. Educators across Colorado generously gave their time and expertise to write this practical ideas guide as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to better understand the Colorado State Model Educator Evaluation System and how it applies to them.

The Colorado State Model Educator Evaluation System

The evaluation system focuses on continuously improving educator performance and student results. To support school districts in implementing the evaluation requirements, the Colorado Department of Education (CDE) developed a model system that provides consistent, fair and rigorous educator evaluations, saves district resources and enables them to focus on improving teaching, learning and leading. Districts are not required to use the State Model System, but if they choose not to, then they are required to create their own system that meets all state laws and regulations.

The basic purposes of this system are to ensure that all licensed educators:

- Are evaluated using multiple, fair, transparent, timely, rigorous and valid methods.
- Are assessed through two main avenues: measuring student learning (50%) and evaluating teacher professional practices (50%).
- Receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- Are provided the means to share effective practices with other educators throughout the state.
- Receive meaningful feedback to inform their professional growth and continuous improvement.

Successful implementation of the Colorado State Model Educator Evaluation System is dependent upon attending to the following priorities, or guiding principles for the evaluation system:

1. Data should inform decisions, but human judgment is critical.
2. The implementation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
5. Educator evaluations must take place within a larger system that is aligned and supportive.

The Colorado State Model Educator Evaluation System uses a meaningful process for educator evaluation. The year-

long cycle includes regular conversations between the evaluator and person being evaluated; it is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. S. B. 10-191 requires that at least one observation be conducted annually for non-probationary teachers and at least two for probationary teachers. Districts may choose to conduct additional observations in order to provide high quality feedback and/or to confirm the accuracy of final professional practices ratings prior to finalization.

The State Model System evaluation process connections include, but are not limited to:



Who Should Use This Brief: Applying S. B. 10-191 in Dance Classrooms

This guide is intended for use in the evaluation of dance teachers, who are required to be evaluated under S. B. 10-191. It is designed to support dance teachers and their evaluators as they explore effectiveness in and out of the classroom from a perspective that recognizes the intricacies of dance education content, the teaching context, and the need to collaborate with classroom teachers in order to integrate Colorado Academic Standards throughout the dance program.

Dance teachers will be rated on both professional practices and measures of student learning. This document is intended for use by those involved in evaluating dance teachers and their evaluators.

An Example of How Interdisciplinary Connections Can Be Exhibited in Arts Classrooms

(Note: This section is adapted from the *Resource Guide for Deepening the Understanding of Teachers' Professional Practices* developed by the Colorado Department of Education and Colorado Education Initiative.)

The teacher who articulates interdisciplinary connections provides clear and concise explanations for how concepts and skills in one discipline impact those in another. Strategies may include summarizing in social studies and science or the application of measurement skills in the arts. In language, students may learn how to use maps and graphs when reading informational text and then apply writing skills to describe the meaning and importance of the concepts presented by these visuals. By implementing these strategies, the teacher can help students make connections for what there are learning across disciplines.

Interdisciplinary connections help students explore overarching themes or concepts. In real life, we are not able to isolate math, writing, science, or history into 45 minutes of our day. Instead, we use all of our knowledge to help us solve everyday problems in the workplace and at home.

The following vignette provides an example of how the arts play an important role in developing students' understanding across subject areas.

Middle school music: Students are identifying different genres of music popular during the 1960's. This study connects to their unit on the Civil Rights Movement in social studies. The music teacher has a strong sense of student strengths in their classroom and identified two students, in particular, as real history buffs and knows their knowledge of this time period surpasses that of their peers. The music teacher also knows that some students prefer to learn facts and details through movement activities. The grade level team and specialist teachers have identified activities in each content area that can support a variety of learning strengths of all students and are committed to providing engaging choices for students. Using several ideas for students to demonstrate their understanding of the styles and genres of music popular in the 1960's, the music teacher offers choices for students such as:

- Students interested in the historical era can present a more detailed historical presentation on the 1960's

- Students interested in learning and presenting facts and details through movement can select a song they know that is representative of the 1960's and Civil Rights Movement and create dance movements that depict the overall message in the song.

Examples of Artifacts/Evidence and Professional Practices For Arts Education Teachers

School districts and BOCES are required to collect teacher performance data related to professional practice using observations and at least one of the following measures:

1. Student perception measures (e.g., surveys), where appropriate and feasible;
2. Peer feedback;
3. Feedback from parents or guardians; or
4. Review of teacher lesson plans or student worksamples.

The performance data should be discussed during the final evaluation conference along with self-assessment information and the evaluator's assessment of the dance teacher's performance throughout the year. The teacher and/or evaluator may bring additional artifacts or evidence to the final evaluation conference to support their professional practice ratings. While such additional **artifacts are not a required component of the Colorado State Model Educator Evaluation System**, they have proven to be a valuable catalyst for meaningful discussions and lend a degree of objectivity to performance feedback. In many cases, the artifacts and/or additional evidence form the basis for setting reasonable goals and help the evaluator ground feedback in real-world data and specific relevant examples. The chart below provides options for artifacts and other evidence that are closely aligned to the teacher's roles and responsibilities. It is important to note that the artifacts and types of evidence mentioned in Exhibit 1 are ideas and should not be considered requirements or an all-inclusive list that every teacher should provide. Instead, **Exhibit 1** is intended to serve as a catalyst for identifying specific evidence that may or may not be included in **Exhibit 1**, to illustrate the teacher's performance throughout the year.

It must be noted that it is possible to complete an evaluation without using any additional evidence or artifacts. If the teacher and evaluator agree on all final ratings during the final evaluation conference, they do not need to review artifacts or additional evidence.

Exhibit 1: Observations, Required Measures and Evidence/Artifacts for K–12 Dance Teachers

This exhibit includes information about requirements for observations and multiple measures as described in S. B. 10-191. In addition, examples of artifacts and other evidence that may be used to support final evaluation ratings or to demonstrate proficiency on professional practices are provided. It should be noted that artifacts and other evidence are not required by S. B. 10-191, but are suggested by the Colorado State Model Educator Evaluation System as a way to confirm that final ratings are fair and accurate.

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For teachers, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary teachers** – At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary teachers** – At least one documented observation every year and one evaluation that results in a written evaluation report including fair and reliable measures of performance against Quality Standards.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

REQUIRED MEASURES FOR TEACHERS:

Include at least one of the following measures as a part of the annual evaluation process.

- Student perception measures, where appropriate and feasible;
- Peer feedback;
- Feedback from parents or guardians;
- Review of teacher lesson plans or student work samples.

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ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

Plans lessons that:

- Reflect Colorado Academic Standards.
- Application of learning targets
- Student choices and experimentation with concepts, materials, processes, and technology.
- Appropriate scaffolding, modeling, and problem-solving.
- Use of reflective thinking
- Application of knowledge and skills learned through professional development activities
- Use of best practices
- Include ideas for improving classroom environment and student behavior.
- Use of feedback from written and verbal observations (formal and informal)
- Provide performance/demonstration opportunities
- Science of kinesiology and kinesthetic sense in dance

Differentiates instruction:

- IEP, 504, and behavior plan development and monitoring.
- Provides opportunities to challenge academically gifted and high achieving students.
- Understands the variety of students' backgrounds and individual learning needs
- Connect curriculum to current trends in dance and society with consideration of differentiated learning styles and background and needs of students
- Uses developmentally appropriate ELL strategies such as sentence stems and visual aids.

Assesses student learning:

- Assesses students both formatively and summatively.
- Pre- and Post-tests
- Report card comments.
- Use of rubrics.
- Evaluations of student performances and growth.
- Reflects on lessons and student progress.
- Video analysis and reflection of self, group, and individual students to compare pre- and post-skill development.
- Redesigns lessons based on reflection about class content, delivery and reception by students.
- Contribute to discussions of formative assessment with less performance-based subject areas.
- Parent-Teacher Conferences.

Provide students opportunities to:

- Perform/exhibit in school events.
- Participate in community events/exhibits.
- Reflect on their practices and their work
- Receive individual coaching/private lessons.
- Attend concerts and other professional performances.
- Lead clubs.
- Experience rich cultural activities.
- Join the National Honor Society for Dance Arts.

Communicates with other adults involved in the lives of students through:

- Email/phone logs.
- Websites.
- Facebook or other social media platform
- Face-to-face conferences.

Participates in professional learning activities, including but not limited to:

- School and district sponsored trainings and workshops.
- Attends professional conferences and workshops and applies learning in daily teaching.
- Membership in professional organizations.
- Professional organization committees and taskforces.
- Conducting individual research and/or serving in a teacher-leader role.
- Staying abreast of emerging issues and current choreographic trends.

Leads school and/or district initiatives through:

- Committee participation.
- Organization and running of assemblies and performances.
- Choreographic assistance for school events.
- Providing integrated dance resources throughout the building.
- Providing performing groups for school/community events.
- Providing parents/significant adults, other professionals and community members with a different view of students as they perform in the arts versus the general classroom.
- Attending professional performances and/or providing rich cultural experiences for students
- Incorporating guest artists from community, collegiate or professional programs
- Actively participating in district, state and national organizations workgroups.
- Seeking external funding for programs through grant applications, leveraging community resources, and other activities.

Exhibit 2: Teacher Quality Standards and Examples of Practices that May be Evident during Observations of K-12 Dance Teachers

This exhibit provides information about behaviors evaluators may observe in dance classrooms. The behaviors illustrate that the professional practices included in the Rubric for Evaluating Colorado Teachers are appropriate for evaluating dance teachers. They are articulated here to provide specific information about how effective dance teaching practices not only meet Colorado’s Teacher Quality Standards but also how they meet the educational needs of students enrolled in dance classes.

QUALITY STANDARD I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he/she teaches (e.g., science, social studies, art, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his/her content endorsement area(s).	
Elements	Practices that May be Observed During K-12 Dance Teacher Observations
A. Teachers provide instruction that is aligned with the Colorado Academic Standards and their District’s organized plan of instruction.	Teachers: <ul style="list-style-type: none"> • Share purpose for lessons with students as related to standards-based curricular goals. Students: <ul style="list-style-type: none"> • Demonstrate movement appropriate to the given dance style such as proper technique. • Employ creative/choreographic understanding through creating simple dance phrases or sequences. • Share knowledge of dance as it relates to history and culture through verbal discussion or written critiques. • Reflect, critique, and analyze dance works to stimulate imagination, discover artistic intent and deepen connections with other content areas.

<p>B. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Share/model connections between composing a dance sequence to composing a piece of text • Use dance terminology and checking for student understanding through demonstration or discussion • Model the written critique/evaluation process in dance • Share a variety of dance notation processes such as floor maps, diagrams, visual/symbolic icons for movement • Share/model connections between patterning, shapes, meter/rhythmic sequences in dance and mathematical processes • Share dance terminology associated with mathematical processes • Share/model dances by choreographers that are developed from literary, societal, mathematical, and/or scientific themes • Provide historical or cultural context of dances • Demonstrate a variety of ways dances can be created to share topics or ideas in other content areas <p>Students:</p> <ul style="list-style-type: none"> • Use correct dance terms in speech and writing • Create dance programs reflecting meaning in dances • Read word walls as reminder of correct dance terms and practices • Read notation and diagrams to reconstruct dances • Differentiate between beat and rhythm in movement and music. • Create multiple dance patterns and forms based on musical counts and rhythms • Recognize different time signatures in music. • Create body shapes, group shapes and pathways mimicking geometric shapes. • Recognize spatial relationships between dancers and within performance environment. • Subdivide movement phrases and sequences. • Understand application of energy and force as it relates to correct movement performance. • Create dances based on elements of probability. • Solve interdisciplinary problems by creating dances based on non-dance concepts and ideas such as dances based on historical events, themes and ideas prominent in a culture, literary characters, or mathematical concepts. • Notate or diagram own dances and dances of others • Critique own dances, dances of other students and classic works • Younger Students: Use picture books or visual icons/images to identify and connect dance terms with letters of the alphabet.
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Elements	Practices that May be Observed During K-12 Dance Teacher Observations
<p>C. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized characteristics of the disciplines being taught.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Share/model ways to analyze dance sequences • Provide a framework or process for deconstructing and or researching dances • Clearly model, articulate and/or provide visual images of processes in learning and rehearsing dances • Share/model how to interpret and analyze dances • Provide a variety of dance examples developed around well-known music, stories, movies, plays, etc. • Demonstrate a variety of ways dances can be used to share personal feelings and/or emotions • Compare the choreographic process/creative processes in other subject areas <p>Students:</p> <ul style="list-style-type: none"> • Write analytical statements about dances observed. • Deconstruct dances based on the intent of the content, structure or movement elements. • Compare dances created by different choreographers. • Create dances based on research of subject matter. • Analyze dances as they relate to social and historical trends. • Study dances from their personal culture. • Interpret stories and themes from their culture in their dances. • Use dance knowledge and concepts that build on dance knowledge taught previously. • Compare common processes found in non-dance subjects to those used in dance (e.g., creative process used in writing is similar to creative process used in dance making).

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QUALITY STANDARD II

Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

Elements	Practices that May be Observed During K-12 Dance Teacher Observations
<p>A. Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>Teachers:</p> <ul style="list-style-type: none">• Greet students at classdoor.• Debrief with students following lessons.• Establish learning targets individualized for the age and developmental levels of students.• Clearly communicate lesson objectives.• Treat students with respect and answers questions articulately.• Foster a safe environment for learning and creating dance.• Clearly articulate classroom management strategies and procedures exhibiting details such as the following:<ul style="list-style-type: none">• Efficient and purposeful transitions.• Re-teaching after practice.• Feedback to students.• Posted objectives.• Learning targets.• Success criteria.• Posted dates for deadlines of assignments.• Exit slips. <p>Students:</p> <ul style="list-style-type: none">• Enter and show readiness for class by independently warming up.• Respond to teacher instruction with confidence and understanding.• Demonstrate an accepted protocol when asking for clarification or additional guidance.• Demonstrate a confident, respectful and positive rapport with teacher.• Articulate and/or demonstrate classroom expectations confidently.• Work in collaborative teams to make dances.• Take turns.• Listen to others.• Share.• Adhere to deadlines.

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Elements	Practices that May be Observed During K-12 Dance Teacher Observations
<p>B. Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Introduce dances from a variety of cultures. • Highlight traditions from different countries. • Use posters and other visual images that are representative of different races and cultures • Include current dance artists from different cultures. • Use resources such as National Geographic’s World Dance to highlight world-wide dance connections <p>Students:</p> <ul style="list-style-type: none"> • Share their own understanding of their own culture and traditions of dance • Articulate various similarities and differences of traditions and cultures in dance respectfully
<p>C. Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Provide opportunities for students to participate in dance activities and events in a variety of ways, not just through dance performance. • Encourage ways for students to participate in dance such as signing up for outside activities (Afterschool activities – clubs, dance concert, musical, talent show). • Provide resources for private dance studio instruction. • Provide opportunities for students to demonstrate skills and abilities in dance through individual and group performances. • Provide information about professional performances. • Include discussions of current events as they relate to dance education • Differentiate class materials in order to provide challenging experiences for every student. • Differentiate lessons to accommodate for different learning styles (ex. auditory kinesthetic, visual). • Scaffold learning experiences to enable all students to find success. • Model new skills and knowledge developmental tasks. • Establish reasonable yet challenging learning progressions for students. • Group students by ability level. • Provide different manipulatives or concrete items as inspiration for lessons. • Divide students into small groups of similar skill, utilize dance captains (if applicable), allow partnering and mirroring of movements or independent movement as needed based on students’ knowledge and skill level abilities. <p>Students:</p> <ul style="list-style-type: none"> • Share their preferences and understandings around dance styles • Articulate and/or demonstrate what they feel are the best elements of their dance performance and what elements need refinement • Advocate respectfully and confidently for adding to and/or changing their dance • Articulate their personal contributions to dance class. • Share ideas within group discussions or when creating group dances.

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Elements	Practices that May be Observed During K-12 Dance Teacher Observations
<p>D. Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Provide immediate constructive feedback to students. • Provide a variety of feedback such as giving written or verbal notes, asking students to keep a dance journal for note-taking, recording a dance sequence for evaluative discussion • Provide a variety of communication options for students and families such as creating a website about dance program, utilizing online grade book programs, utilizing journal notes to share at home, and providing footage of student rehearsal with suggestions for practicing at home. <p>Students:</p> <ul style="list-style-type: none"> • Share personal strengths and goals and provide reasons why they are strengths and goals. • Articulate ways they can communicate classroom events, schedules, rehearsal expectations with their families. • Participate in student-led parent-teacher conferences.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Elements	Practices that May be Observed During K-12 Dance Teacher Observations
<p>A. Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Use researched-based instructional strategies such as: <ul style="list-style-type: none"> ○ Pair/Share. ○ Coping strategies. ○ Follow in directions/signals. ○ Peer assessments. ○ Demonstrations. ○ Learning styles (aural, kinesthetic, visual). ○ Age appropriate instruction and materials. • Seek out and use professional development regarding successful instructional practices in dance such as: <ul style="list-style-type: none"> ○ Using visual aids such as modeling, video, posters with detailed steps and procedures. ○ Using a variety of research materials when preparing for classroom lessons. ○ Utilizing professional development opportunities during dance conferences. ○ Employing current choreographic trends when building dance sequences and/or teaching students how to choreograph a dance sequence. ○ Guiding student learning through providing feedback based on formative assessment. <p>Students:</p> <ul style="list-style-type: none"> • Participate in class with confidence and without disruption. • Demonstrate dance sequences as instructed. • Provide feedback about self and others respectfully. • Ask questions appropriate to lesson. • Articulate reasons for specific classroom procedures. • Share research behind dances they are learning. • Discuss/share their personal understanding of choreographic trends/styles. • Can share their personal understanding of assessment results.

<p>B. Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Use assessment strategies such as: <ul style="list-style-type: none"> ○ Pre and post-tests. ○ Word walls of dance specific critical language. ○ Differentiated manipulatives and instruction. ○ Visual aids (such as posters of techniques/dance styles/ classroom procedures; videos of proper technique/style/procedures). ○ Daily objectives and deadlines are clearly posted. ○ Creative process and performance reflections through verbal and/or journaling activities. ○ Critiques (individual, self, peer, small and large group evaluative discussions). ○ Rubrics (self-assessment and teacher assessment options). • Use Pre- and post-tests (written and performance) • Use Observations (formal and informal) • Model and offer opportunities for students to journal the steps of the creative dance process • Assign research projects around dance history, culture, etc. • Structure lessons that appeal to students with varied learning styles by including visual, kinesthetic and verbal content in movement lessons. • Alter the content and structure of lessons based on students' previous performances and experience <p>Students:</p> <ul style="list-style-type: none"> • Participate in class with confidence and without disruption. • Demonstrate dance sequences as instructed. • Provide feedback about self and others respectfully. • Can share their personal understanding of classroom expectations and teacher instruction when asked. • Articulate personal understanding of strengths and goals to improve their dance knowledge and skills • Share self-critiques and reasoning utilized during self-evaluation
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Elements	Practices that May be Observed During K-12 Dance Teacher Observations
<p>C. Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Seek out and use ways to integrate technology throughout instruction such as: <ul style="list-style-type: none"> ○ Tablets. ○ Hand held devices. ○ Videos. ○ Projectors. ○ Flipcharts. ○ Visual aids. ○ YouTube/Safe share- web sitesearches. ○ Cell phones. • Choreographic software. <p>Students:</p> <ul style="list-style-type: none"> • Articulate ways technology can enhance a dance performance. • Share ideas for uses of technology within dance class. • Demonstrate confidence in the use of technology within dance class.
<p>D. Teachers establish and communicate high expectations for all students and use processes to support the development of critical thinking and problem solving skills.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Incorporate team building strategies. • Use rubrics. • Model success criteria. • Encourage students to set individual goals. • Model and expect appropriate time management and deadlines. • Encourage students to utilize creative process to develop unique movement choices. <p>Students:</p> <ul style="list-style-type: none"> • Articulate processes that make them most successful in dance class. • Share ideas when creating dance movements. • Contribute to class discussions and dance rehearsals and performances. • Set individual goals for dance. • Attend to dance classroom expectations including time management and deadlines.

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Elements	Practices that May be Observed During K-12 Dance Teacher Observations
<p>E. Teachers provide students with opportunities to work in teams and develop leadership</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Choreograph in small groups • Provide opportunities for students to lead warm-ups • Provide opportunities to students to lead dance classes/dance captains • Encourage students to become members of associations such as the National Honor Society for Dance Arts <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate personal responsibility in group dances • Share dance knowledge with peers • Connect with peers from other dance programs
<p>F. Teachers model and promote effective communication.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Post Learning Objectives and deadlines • Use Word Walls to teach the language of dance • Demonstrate and model standard dance terminology • Provide a variety of opportunities for students to apply dance terms throughout the rehearsal and performance process <p>Students:</p> <ul style="list-style-type: none"> • Articulate personal understanding of dance terms through providing their own definitions and/or demonstrating terminology correctly • Articulate purpose and/or lesson expectations • Adhere to deadlines

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and dance teacher understand how teacher quality standards may be met through dance instruction.

It should be noted that Teacher Quality Standard IV is not included in Exhibit 2 because their professional practices are not easily observable during classroom observations. This standard is well-represented in Exhibit 1, which provides ideas for evidence/artifacts to demonstrate proficiency on non-observable practices.

References

Colorado Department of Education and Colorado Education Initiative (2014). Resource guide for deepening the understanding of teachers' professional practices. Retrieved from Colorado Department of Education, Educator Effectiveness at <http://www.cde.state.co.us/educatoreffectiveness/resourceguideteacherpp>.