



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

*College of Visual
and Performing Arts*

UNCG School of Dance

Dance Education

Student Handbook

Last Updated June 12, 2022

***This handbook was remodeled from the UNCG Undergraduate Music Education Handbook & the UNCG Music Education Student Teaching Handbook. We are thankful to the UNCG School of Music for their partnership in constructing this document.**

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UNCG Dance Education Personnel



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Overview of UNCG Dance Education

UNCG offers students in our BA, BFA, MA, and MFA programs in Dance the option to pursue K-12 licensure with their degree. Curriculum and course requirements for licensure degrees are slightly different. The Dance Education licensure program at UNCG is designed to prepare prospective dance teachers to be highly skilled dancers and choreographers, as well as scholarly reflective educators, able to meet the varied needs of students of all grades and ages. Our approach to dance education emphasizes creative and critical thinking abilities, artistry, kinesthetic expression, and connection to community.

The BA or BFA with K-12 teacher licensure program focuses on the development of knowledge and skills that prepare university students to design and implement innovative dance education programs in the public schools, private schools and dance studios, that promote dance literacy; knowledge of the role of the dance in diverse cultures; artistic and technical development; collaborative practice; and interdisciplinary learning. The four-year degree program includes coursework in dance pedagogy, choreography, improvisation, technique, history, stagecraft and technology. Attention is placed on the acquisition of knowledge and skills that enable the pre-service teacher to develop and implement innovative dance education programs that meet the North Carolina Teaching Standards. Upon successful completion of the UNCG undergraduate coursework dance education students will be eligible for initial certification as a teacher of dance in all grades.

Students pursuing a BA or BFA with K-12 licensure have many opportunities to work with and to perform in faculty, graduate student and guest artist choreography. Students are also encouraged to participate in the Dancers Connect community school and other community arts initiatives including movement analysis workshops, intergenerational dance with senior citizens, and creating and performing lecture demonstrations in schools and community centers.

Dance Education students often elect to take a semester study abroad, in the second semester of their sophomore year. There are several UNCG exchange programs that offer strong dance programs, such as the Western Australia Academy of Performing Arts and the University of Cape Town in South Africa. Closer to home, we regularly bring in guest artists from the professional world teach across the curriculum and UNCG annually attends the American College Dance Festival (ACDF), The National Dance Education Organization (NDEO) national conference and the dance and the Child international (daCi) conference where our students present their research projects, teaching methods, original curricula, and choreography.

Degree Options

Undergraduate Options

- Bachelor of Art (BA) in Dance with a concentration in K-12 Licensure - Leads to North Carolina K-12 dance teacher licensure
- Bachelor of Fine Art (BFA) in Dance with a concentration in K-12 Licensure – Leads to North Carolina K-12 dance teacher licensure

Post-Baccalaureate Options

- Post-Baccalaureate Certificate (PBC) in Dance with K-12 Licensure - Leads to North Carolina K-12 dance teacher licensure

Graduate Options

- Master of Art (MA) in Dance Theories and Practices with add-on K-12 Licensure - Leads to North Carolina K-12 dance teacher licensure
- Master of Fine Art (MFA) in Dance with a concentration in Performance and Choreography with add on K-12 Licensure - Leads to North Carolina K-12 dance teacher licensure
- Master of Arts in Dance Education (MADE) - This program is not addressed in this handbook as it does not lead to initial licensure, please see School of Dance Handbook for further information about the MADE Program.

UNCG School of Dance

The Dance Education program is proud to be part of the larger UNCG School of Dance with a consistent reputation for excellence and rigor. All dance education students must adhere to the policies, procedures, and practices that can be found in the two handbooks listed below. It is expected that each dance education student will read this handbook as well as the School of Dance handbook in order to understand the full extent of student expectations within the School of Dance.

UNCG School of Dance Undergraduate Dance Handbook

https://vpa.uncg.edu/wp-content/uploads/2018/08/2018_19-UNCG-UG-Dance-Student-Handbook.pdf

UNCG School of Dance Graduate Dance Handbook

<https://vpa.uncg.edu/wp-content/uploads/2022/03/School-of-Dance-Handbook-revised-03-30-22.pdf>

Advising and Registration

Freshman advising will be completed by Ms. Jennifer Reich and Ms. Abigail Hart. All upperclassmen will be advised by dance education faculty members.

Finding Your Advisor – In order to identify your advisor, you must log on to UNCGenie. You will then need to click on the “Student” tab and select “Registration”. Once on this page, select “Look Up Advisor.” You should then see the advisor listed with their contact information. At least once per semester, you will be required to meet with your advisor. Please see [Appendix A](#) for the Advising Worksheet that should be completed upon arrival to your advising appointments.

Advising Codes – You will be assigned a new advising code each semester. In order to receive your advising code, you must meet individually with your advisor. Appointment times will be communicated to you via Canvas and/or email.

Registration & Scheduling – Students should contact their advisor as soon as possible with registration changes that may need to be made. Never change your registration or drop a course without speaking to your advisor FIRST (there are very strict rules about dropping courses).

Check your registration to ensure that any changes were processed properly. Students cannot attend a class for which they are not registered. Please contact your advisor *immediately* when you discover a registration or scheduling error. It is the student’s responsibility to ensure that their registration is correct.

iSpartan E-mail – It is essential that you check your iSpartan email daily as this is your official University email address. You will receive important emails from your advisor, the Registrar, the Financial Aid Office, your professors and teaching assistants, and anyone else who might need to get in touch with you. If you experience any computing issues, please contact 6-TECH (336-256-8324) immediately.

Canvas - It is also essential that you can access your Canvas Dashboard and you see information for each of your classes for a given semester on your Dashboard. You may also see organizations or groups that you are a part of on your Canvas page (ex. CVPA Advising Canvas Org). We recommend that you go to the Settings tab in Canvas and turn on email notifications for Announcements for each of your classes. If you experience any computing issues, please contact 6-TECH (336-256-8324) immediately.

BFA vs. BA

The School of Dance offers two different majors in dance: the Bachelors of Fine Arts (BFA) and the Bachelor of Arts (BA). Both programs require technique, choreography, production, dance history, and body sciences. Teacher Licensure in Dance (for those interested in teaching dance in public schools) is available for students in either the BFA or the BA program.

If you wish to have intensive professional preparation for a career in performance and/or choreography, the BFA degree is the one for you. This degree requires 79 credits in Dance, and 120 overall. The BFA program culminates with a choreographic or performance project produced in a departmental concert. BFA majors wishing to receive Teaching Licensure in Dance are encouraged to work closely with their advisor and follow the suggested course of study.

The BA degree in dance requires 50 credits in Dance and 120 credits overall. The BA is a good choice for students seeking a double major and wishing to graduate within four years. Because there are fewer requirements for the BA, it is generally easier to change from the BFA to the BA, but it is more difficult to change from the BA to the BFA. The BA requires that students select a minor in another subject area. If Dance Majors choose to follow the BA path with K-12 licensure, the K-12 licensure serves as the minor.

Mid-Program Review for Dance Licensure Students

All students who wish to pursue a dance degree with Licensure can enter the department as candidates for either a BA or BFA degree. For those adding licensure later, they should aim to add Licensure as soon as possible to ensure completion in four years. During the spring semester of the sophomore year, all dance students will undergo a mid-program review in which they submit a portfolio of their works. K-12 licensure students will submit four components of their work: videos of performance and choreography, samples of written work from a dance history course or similar course, and a sample dance education lesson plan or dance education paper. This mid-program review serves as a half-way point in the student's academic career to receive advising support toward making decisions about maintaining the degree chosen or switching to another degree within the major. Each student meets with faculty to discuss the various components submitted for review and a discussion of each takes place. This mid-program review also provides an opportunity for students and faculty to discuss first steps toward potential career development paths.

Students who fail to meet minimum grade point averages must work with advisors to develop a personal improvement plan to work toward raising grade point averages (GPA). Typically, if the student's GPA falls below required levels, 2.75 for the BFA, the student will have to switch their dance major to the BA, requiring a GPA of 2.0, thus demanding less dancing time but requiring that the student elect a minor in addition to the dance major. However, to be accepted by the School of Education into Student Teaching, a minimum of 3.0 is required. Thus all students interested in working toward the dance licensure should aim to keep their GPA above 3.0 whether they study toward the BFA or the BA. The main difference is the BFA does keep the student busier with technique, rehearsal, and performing hours.

See [Appendix B](#) for a Mid-Program Review outline.

Curricula

Bachelor of Art (BA) in Dance with a concentration in K-12 Licensure

120 Semester Hours Required

K-12 Dance License

Degree Requirements: 120 credit hours to include at least 36 hours at or above the 300 level, overall 3.0 grade point average or higher in courses taken at UNC Greensboro. Minimum of 50 credit hours in DCE courses.

Note. It is the responsibility of the student to meet the requirements for graduation.

Requirements for Graduation and Standard Professional I Teaching Licensure K-12 for all students

- Complete all academic coursework outlined below.
- Minimum 3.0 overall GPA
- Successfully complete and pass student teaching (Elementary, Middle, or High School level).
- Successfully pass Candidate Disposition Assessment (Dispositions), Teaching Candidate Evaluation (TCE) Profiles, and Certificate of Teaching Capacity (COTC) evaluation as implemented throughout the program.

I. Minerva's Academic Curriculum (MAC) Requirements

- Achieve 11 competencies across disciplines, totaling 33–34 credit hours depending on individual course hour structure.
- **MAC Foundations**
 - Requirement: 3 credits
 - Foundations courses connect students to the campus community by combining university transition content, information literacy, and transferable skills to facilitate academic and personal development. Written Communication
- **MAC Written Communication**
 - Requirement: 3 credits
 - Written Communication courses intensively focus on the teaching and learning of transferable writing strategies, including invention, arrangement, style, and revision.
- **MAC Oral Communication**
 - Requirement: 3 credits
 - Oral Communications courses intensively focus on student development of oral communication knowledge and abilities, including presenting and interacting in contexts such as public speaking, interpersonal communication, and group communication.
- **MAC Quantitative Reasoning**
 - Requirement: 3 credits
 - Quantitative Reasoning courses prepare students to apply mathematical reasoning to formulate and solve problems from a variety of contexts and real-world situations.
- **MAC Health and Wellness**
 - Requirement: 3 credits
 - Courses in this competency focus on health and wellness as well as information literacy. These courses provide explicit instruction in how to understand decisions as they impact the health and wellness of individuals or communities.
- **MAC Critical Thinking and Inquiry in the Humanities and Fine Arts***

- Requirement: 3 credits
- **Exclusion: Each of the three Critical Thinking and Inquiry competencies must be taken from a different department. (FMS, HSS, and RCO courses are not subject to this exclusion.)*
- Through these courses, students acquire a working knowledge of the foundational tools for reasoning, including constructing sound arguments, evaluating the quality of evidence, and forming judgments about the evidence, arguments, and conclusions of others in Humanities and Fine Arts disciplines.
- **MAC Critical Thinking and Inquiry in the Social and Behavioral Sciences***
 - Requirement: 3 credits
 - **Exclusion: Each of the three Critical Thinking and Inquiry competencies must be taken from a different department. (FMS, HSS, and RCO courses are not subject to this exclusion.)*
 - After completing courses in this competency, students should have a working knowledge of the foundational tools for reasoning, including constructing sound arguments, evaluating the quality of evidence, and forming judgments about the evidence, arguments, and conclusions of others in Social and Behavioral Science disciplines.
- **MAC Critical Thinking and Inquiry in the Natural Sciences***
 - Requirement: 3 or 4 credits
 - **Exclusion: Each of the three Critical Thinking and Inquiry competencies must be taken from a different department. (FMS, HSS, and RCO courses are not subject to this exclusion.)*
 - In the context of natural sciences, critical thinking means explaining, predicting, and reasoning about the behavior of natural systems, or the outcomes of observations or measurements, using arguments based on established scientific principles and models. In the context of natural sciences, inquiry means developing, deepening, refining, or extending concepts, principles, and models to explain natural systems, based on empirical observations.
- **MAC Global Engagement and Intercultural Learning through the Humanities and Fine Arts or through the Social and Behavioral Sciences**
 - Requirement: 3 credits
 - Courses in this competency provide students with knowledge and critical understanding of similarities and differences across world cultures over time and emphasize the development of global perspectives and skills to engage cross-culturally.
- **MAC Diversity and Equity through the Humanities and Fine Arts OR through the Social and Behavioral Sciences**
 - Requirement: 3 credits
 - Courses designated in this competency focus on systems of oppression, structures of power, and institutions, while making connections to US or global societies and examining intellectual traditions that address systems of injustice.
- **Data Analysis and Interpretation in the Natural Sciences**
 - Requirement: 3 credits
 - Courses in this competency foreground the role of quantitative data analysis and interpretation of empirical information in the development of scientific theories and models. Most courses meeting this requirement will include a laboratory section, so students can have adequate hands-on experience working with data in context

II. Major Requirements

A. Dance History - 9 credit hours total

DCE 207 - Dance History: Modernism and Postmodernism

DCE 307 - Dance History: Mapping Dance

DCE 405 - Choreographies and Choreographers

B. Dance Theory and Practice - 15 credits hours total

DCE 217 - Exploration and Improvisation in Dance

DCE 241 - Music for Dance

DCE 253 - Choreography I: Craft

DCE 259 - Introduction to Laban Movement Analysis

DCE 340 - The Body and Motion in Dance

DCE 355 - Dance Production Practicum II *

DCE 360 - Dance Production

**Students must take [DCE 355](#) for a total of 2 credits towards "Dance, Theory, and Practice": Taken once for 2 credits, or twice for 1 credit.*

C. Dance Technique - 21 credit hours total

Select a minimum of 8 credits from the following:

i. DCE 112 - Contemporary Dance I

ii. DCE 212 - Contemporary Dance II

iii. DCE 312 - Contemporary Dance III

iv. DCE 324 - Contemporary Dance: Theory and High Intermediate-Level Technique

v. DCE 412 - Contemporary Dance IV

Select a minimum of 6 credits from the following:

vi. DCE 114 - Ballet I

vii. DCE 214 - Ballet II

viii. DCE 314 - Ballet III

ix. DCE 414 - Ballet IV

Select a minimum of 1 credit from the following:

x. DCE 132 - African Dance I

xi. DCE 232 - African Dance II

xii. DCE 332 - African Dance III

Select a minimum of 4 credits from the following: **

xiii. DCE 212- Contemporary Dance II

xiv. DCE 214 - Ballet II

xv. DCE 312 - Contemporary Dance III

xvi. DCE 314 - Ballet III

xvii. DCE 324 - Contemporary Dance: Theory and High Intermediate-Level Technique

xviii. DCE 412 - Contemporary Dance IV

xix. DCE 414 - Ballet IV

*** Requirements must be met with a grade of B or higher.*

Select 2 credits from the following:

- xx. DCE 216 - Jazz Dance II
- xxi. DCE 232 - African Dance II
- xxii. DCE 316 - Jazz Dance III
- xxiii. DCE 332 - African Dance III

D. Teacher Licensure Requirements - 27 credit hours total

- SES 401 - Understanding and Teaching Students with Disabilities in Inclusive Settings
- TED 401 - Child and Adolescent Development and Learning
- TED 403 - Teaching English Learners with Diverse Abilities
- DCE 359 - Foundations for Dance Education
- DCE 459 - Dance Education Methods and Field Experience ***
- DCE 460 - Assessment and Instruction in the Dance Classroom
- DCE 461 - Student Teaching in Dance Education
- DCE 463 - Seminar in Dance Education

*** DCE 459 is taken 3 times for a total of 9 credits.

III. College of Visual and Performing Arts Minor Requirement

Students pursuing a B.A. degree in the College of Visual and Performing Arts must also complete all requirements in a minor area of study, and in the case of those adding K-12 licensure, they do not need to select a minor outside the College of Visual and Performing Arts because the K-12 licensure fulfills the said minor. Students are encouraged to seek advice from CVPA advisors when making this choice.

IV. Admission to Undergraduate Teacher Education Program

A. Admission Requirements for Teacher Education

During the spring semester of their sophomore year, students must apply for admission to Undergraduate Teacher Education.

1. Online application submission
2. Minimum Praxis I exam score of 468
3. Criminal background check completed (BIB)
4. Minimum 3.0 GPA
5. Professor Recommendation

B. Admission Requirements for Student Teaching

During their junior year, students must apply for admission to student teaching for the following year.

1. Minimum 3.0 GPA
2. Admitted into Teacher Education program
3. Successful Mid-Program Review
4. Completion of all courses except DCE 461 and 463
5. Evidence of skills, knowledge, dispositions, and competencies as set and evaluated by the department

BA DANCE - Concentration in DANCE TEACHING LICENSURE MAJOR (K-12)

This document represents a sample 4-year plan for degree completion with this major. Actual course selection and sequence may vary and should be discussed individually with your School of Dance or CVPA academic advisor.

| FRESHMAN YEAR | | | | SOPHOMORE YEAR | | | |
|--|-----|---|-----|---|-----|---|-----|
| FALL SEMESTER | | SPRING SEMESTER | | FALL SEMESTER | | SPRING SEMESTER | |
| | S.H | | S.H | | S.H | | S.H |
| DCE 112 Contem Dce I (143 if in MWF DCE 112) | 1-3 | DCE 112 Contemp Dce I | 1-2 | DCE 217 Improv (1 credit) | 1 | DCE 253 Choreography I | 3 |
| DCE 114 Ballet I | 1 | DCE 114 Ballet I | 1 | DCE 212 Contemp II (1-3 credits) | 3 | DCE 212 Contemp Dce II | 2 |
| DCE 116 | 1 | DCE 132 African Dance I | 1 | DCE 214 Ballet II (1-2 credits) | 2 | DCE 214 Ballet II | 2 |
| DCE 241 Music for Dancers* | 2 | DCE 207 Modernism/ Postmodernism (Spring Only) | 3 | DCE 359 Foundations DCE ED (Fall Only) | 2 | DCE 459 Dance Ed Field Methods | 3 |
| DCE 102 Dance 1st Year Foundations (MAC 1) | 3 | DCE 259 LMA | 1 | MAC 5 | 3 | SES 401 Students with Disabilities | 1 |
| DCE 360 Dance Production | 3 | MAC 3 | 3 | MAC 6+Lab | 4 | TED 403 Teaching English Language Learners | 1 |
| MAC 2 | 3 | MAC 4 | 3 | | | DCE 235 Yoga or 244 Pilates (MAC 7) | 3 |
| | | | | | | MAC 8 | 3 |
| Total = 14-16 | | Total = 13-14 | | Total = 15 | | Total = 18 | |
| JUNIOR YEAR | | | | SENIOR YEAR | | | |
| FALL SEMESTER | | SPRING SEMESTER | | FALL SEMESTER | | SPRING SEMESTER | |
| | S.H | | S.H | | S.H | | S.H |
| DCE 212 or 312 Contemporary | 2-3 | DCE 212 or 312 Contemp | 3 | DCE 212 or 312 Contemporary | 2 | DCE 461 Student Teaching | 11 |
| DCE 232 African II | 1 | DCE 214 or 314 Ballet | 2 | TED 401 Child & Adolescent Development (Fall only) | 1 | DCE 463 Seminar Dce Ed | 1 |
| DCE 307 Dance History: Mapping Dance (Fall Only) | 3 | DCE 459 Dce Methods & Field Exp | 3 | DCE Electives | 4 | | |
| DCE 355 Production Practicum III | 1 | Free Electives/ DCE 405 Dance History III | 3 | DCE 460 Dance ED substitution | 1 | | |
| DCE 459 Dce Methods & Field Exp | 3 | MAC 10 | 3 | Free Electives | 7 | | |
| DCE 340 Body & Motion (Fall Only) | 3 | MAC 11 | 3 | | | | |
| MAC 9 | 3 | | | | | | |
| Total = 16 | | Total = 17 | | Total = 16 | | Total = 12 | |
| | | | | | | <i>Cumulative = 120</i> | |

Classes in **bold** are required for the Dance Major

25 credits in education courses are indicated in red and are considered additional to the 50 credits in Dance.

The Dance BA with K-12 Licensure does not require a Minor

Red type-required education courses-DCE Ed courses are in addition to required DCE BA course work

Always refer to the University Catalog: <https://reg.uncg.edu/catalog/>

Revised 3/10/22

Bachelor of Fine Art (BFA) in Dance with a concentration in K-12 Licensure

120 Semester Hours Required
K-12 Dance License

Degree Requirements: 120 credit hours to include at least 36 hours at or above the 300 level, overall 3.0 grade point average or higher in courses taken at UNC Greensboro. Minimum of 78 credit hours in DCE courses.

Note. It is the responsibility of the student to meet the requirements for graduation.

Requirements for Graduation and Standard Professional I Teaching Licensure K-12 for all students

- Complete all academic coursework outlined below.
- Minimum 3.0 overall GPA
- Successfully complete and pass student teaching (Elementary, Middle, or High School level).
- Successfully pass Candidate Disposition Assessment (Dispositions), Teaching Candidate Evaluation (TCE) Profiles, and Certificate of Teaching Capacity (COTC) evaluation as implemented throughout the program.

I. Minerva's Academic Curriculum (MAC) Requirements

- Achieve 11 competencies across disciplines, totaling 33–34 credit hours depending on individual course hour structure.
- **MAC Foundations**
 - Requirement: 3 credits
 - Foundations courses connect students to the campus community by combining university transition content, information literacy, and transferable skills to facilitate academic and personal development. Written Communication
- **MAC Written Communication**
 - Requirement: 3 credits
 - Written Communication courses intensively focus on the teaching and learning of transferable writing strategies, including invention, arrangement, style, and revision.
- **MAC Oral Communication**
 - Requirement: 3 credits
 - Oral Communications courses intensively focus on student development of oral communication knowledge and abilities, including presenting and interacting in contexts such as public speaking, interpersonal communication, and group communication.
- **MAC Quantitative Reasoning**
 - Requirement: 3 credits
 - Quantitative Reasoning courses prepare students to apply mathematical reasoning to formulate and solve problems from a variety of contexts and real-world situations.
- **MAC Health and Wellness**
 - Requirement: 3 credits
 - Courses in this competency focus on health and wellness as well as information literacy. These courses provide explicit instruction in how to understand decisions as they impact the health and wellness of individuals or communities.
- **MAC Critical Thinking and Inquiry in the Humanities and Fine Arts***
 - Requirement: 3 credits

- **Exclusion: Each of the three Critical Thinking and Inquiry competencies must be taken from a different department. (FMS, HSS, and RCO courses are not subject to this exclusion.)*
- Through these courses, students acquire a working knowledge of the foundational tools for reasoning, including constructing sound arguments, evaluating the quality of evidence, and forming judgments about the evidence, arguments, and conclusions of others in Humanities and Fine Arts disciplines.
- **MAC Critical Thinking and Inquiry in the Social and Behavioral Sciences***
 - Requirement: 3 credits
 - **Exclusion: Each of the three Critical Thinking and Inquiry competencies must be taken from a different department. (FMS, HSS, and RCO courses are not subject to this exclusion.)*
 - After completing courses in this competency, students should have a working knowledge of the foundational tools for reasoning, including constructing sound arguments, evaluating the quality of evidence, and forming judgments about the evidence, arguments, and conclusions of others in Social and Behavioral Science disciplines.
- **MAC Critical Thinking and Inquiry in the Natural Sciences***
 - Requirement: 3 or 4 credits
 - **Exclusion: Each of the three Critical Thinking and Inquiry competencies must be taken from a different department. (FMS, HSS, and RCO courses are not subject to this exclusion.)*
 - In the context of natural sciences, critical thinking means explaining, predicting, and reasoning about the behavior of natural systems, or the outcomes of observations or measurements, using arguments based on established scientific principles and models. In the context of natural sciences, inquiry means developing, deepening, refining, or extending concepts, principles, and models to explain natural systems, based on empirical observations.
- **MAC Global Engagement and Intercultural Learning through the Humanities and Fine Arts or through the Social and Behavioral Sciences**
 - Requirement: 3 credits
 - Courses in this competency provide students with knowledge and critical understanding of similarities and differences across world cultures over time and emphasize the development of global perspectives and skills to engage cross-culturally.
- **MAC Diversity and Equity through the Humanities and Fine Arts OR through the Social and Behavioral Sciences**
 - Requirement: 3 credits
 - Courses designated in this competency focus on systems of oppression, structures of power, and institutions, while making connections to US or global societies and examining intellectual traditions that address systems of injustice.
- **Data Analysis and Interpretation in the Natural Sciences**
 - Requirement: 3 credits
 - Courses in this competency foreground the role of quantitative data analysis and interpretation of empirical information in the development of scientific theories and models. Most courses meeting this requirement will include a laboratory section, so students can have adequate hands-on experience working with data in context

II. Major Requirements

A. Dance Technique - 17 credit hours total

- a. Select a minimum of 6 credits from the following:
 - i. DCE 312 - Contemporary Dance III
 - ii. DCE 314 - Ballet III
 - iii. DCE 316 - Jazz Dance III
 - iv. DCE 324 - Contemporary Dance: Theory and High Intermediate-Level Technique
 - v. DCE 332 - African Dance III
 - vi. DCE 412 - Contemporary Dance IV
 - vii. DCE 414 - Ballet IV
 - viii. DCE 416 - Jazz Dance IV: Lineages and Legacies
 - ix. DCE 434 - African Dance IV: Dance of the African Diaspora Practice and Theory
- b. Select a minimum of 4 credits from the following:
 - i. DCE 112 - Contemporary Dance I
 - ii. DCE 212 - Contemporary Dance II
- c. Select a minimum of 4 credits from the following:
 - i. DCE 114 - Ballet I
 - ii. DCE 214 - Ballet II
 - iii. DCE 314 - Ballet III
 - iv. DCE 414 - Ballet IV
- d. Select a minimum of 1 credit from the following:
 - i. DCE 132 - African Dance I
- e. Select a minimum of 2 credits from the following:
 - i. DCE 216 - Jazz Dance II
 - ii. DCE 230 - Somatic Practices in Dance
 - iii. DCE 231 - Global Dance Forms
 - iv. DCE 232 - African Dance II
 - v. DCE 233 - Tap Dance II
 - vi. DCE 316 - Jazz Dance III
 - vii. DCE 330 - Iyengar Yoga: Somatic Practice
 - viii. DCE 332 - African Dance III
 - ix. DCE 431 - Capoeira History and Practice

B. Dance Choreography, Performance and Production - 20-21 credits

- a. DCE 217 - Exploration and Improvisation in Dance
- b. DCE 241 - Music for Dance
- c. DCE 253 - Choreography 1: Craft
- d. DCE 259 - Introduction to Laban Movement Analysis
- e. DCE 355 - Dance Production Practicum II (1 credit)
- f. DCE 360 - Dance Production
- g. DCE 417 - Contact Improvisation
- h. DCE 453 - Choreography III: Group Forms
- i. DCE 465 - Screen Dance

- j. DCE 470 - Creative Synthesis in Dance
or DCE 487 - Performance Theory and Practice

C. Dance Performance* - 6 credits

*Must include at least 2 credit of DCE 343 OR DCE 443

- a. Select a minimum of 6 credits from the following:
 - i. DCE 143 - Dance Performance Workshop
 - ii. DCE 243 - Dance Repertory II
 - iii. DCE 250 - Dance Performance Practicum
*no more than 2 credits of this course
 - iv. DCE 343 - Repertory III
or DCE 443 - Advanced Dance Repertory

D. Dance History and Theory - 11 credit hours

- a. DCE 207 - Dance History: Modernism and Postmodernism
- b. DCE 307 - Dance History: Mapping Dance
- c. DCE 340 - The Body and Motion in Dance
- d. DCE 359 - Foundations for Dance Education

E. Teacher Licensure Requirements - 25 credit hours total

SES 401 - Understanding and Teaching Students with Disabilities in Inclusive Settings

TED 401 - Child and Adolescent Development and Learning

TED 403 - Teaching English Learners with Diverse Abilities

DCE 459 - Dance Education Methods and Field Experience ***

DCE 460 - Assessment and Instruction in the Dance Classroom

DCE 461 - Student Teaching in Dance Education

DCE 463 - Seminar in Dance Education

*** [DCE 459](#) is taken 3 times for a total of 9 credits.

F. Dance Electives - 1-2 credits

- a. Select Dance (DCE) electives to total 78 credits in Dance

III. Admission to Undergraduate Teacher Education Program

A. Admission Requirements for Teacher Education

By the end of sophomore year, students must apply to Undergraduate Teacher Education.

1. Online application submission
2. Minimum Praxis I exam score of 468
3. Criminal background check completed (BIB)
4. Minimum 3.0 GPA
5. Professor Recommendation

B. Admission Requirements for Student Teaching

In junior year, students must apply for admission to student teaching the following year.

1. Minimum 3.0 GPA
2. Admitted into Teacher Education program
3. Successful Mid-Program Review
4. Completion of all courses except DCE 461 and 463
5. Evidence of skills, knowledge, dispositions, and competencies as set and evaluated by the department

BFA DANCE - Concentration in DANCE TEACHING LICENSURE MAJOR (K-12)

This document represents a sample 4-year plan for degree completion with this major. Actual course selection and sequence may vary and should be discussed individually with your School of Dance or CVPA academic advisor.

| FRESHMAN YEAR | | | | SOPHOMORE YEAR | | | |
|--|-----------|---------------------------------------|-----------|--|-----------|--|------------|
| FALL SEMESTER | | SPRING SEMESTER | | FALL SEMESTER | | SPRING SEMESTER | |
| | S.H | | S.H | | S.H | | S.H |
| DCE 112 Contem Dce I | 1 | DCE 112 Contemp Dce I | 1 | DCE 212 Contemp II | 1 | DCE 253 Dance Composition (SP) | 3 |
| DCE 114 Ballet I | 1 | DCE 114 Ballet I | 1 | DCE 214 Ballet II | 1 | DCE 212 Contemp II | 1 |
| DCE 143 Repertory | 1 | DCE 132 African Dance I | 1 | DCE 243 Repertory II | 1 | DCE 214 Ballet II | 1 |
| DCE 116 Jazz I (course substitution 460) | 1 | DCE 259 LMA | 1 | DCE 250 Performance Practicum (MFA) | 1 | DCE 459 Dance Ed Field Methods | 3 |
| DCE 241 Music for Dance * | 2 | DCE 207 Dance History I (Spring only) | 3 | DCE 217 Dance Improv | 1 | DCE 235 Yoga or Pilates MAC 8 | 3 |
| DCE 360 Dance Production | 3 | DCE 250 Performance Practicum | 1 | DCE 359 Foundations DCE ED (FA) | 2 | MAC 9 | 3 |
| DCE 102 DCE Foundations (MAC 1) | 3 | MAC 4 | 3 | DCE 355 Production Practicum | 1 | TED 403 Teaching English Learners with Diverse Abilities | 1 |
| MAC 2 | 3 | MAC 5 | 3 | MAC 6+Lab | 4 | SES 401 Teaching Disabilities Inclusive | 1 |
| | | | 3 | MAC 7 | 3 | | |
| Total = | 16 | Total = | 17 | Total = | 14 | Total = | 16 |
| JUNIOR YEAR | | | | SENIOR YEAR | | | |
| FALL SEMESTER | | SPRING SEMESTER | | FALL SEMESTER | | SPRING SEMESTER | |
| | S.H | | S.H | | S.H | | S.H |
| DCE 312 Contemp Dce III | 1 | DCE 312 Contemp Dce III | 1 | DCE 312 | 1 | DCE 461 Student Teaching | 11 |
| DCE 214 or 314 Ballet | 1 | DCE 214 or 314 Ballet | 1 | DCE 314 | 1 | DCE 463 Seminar Dce Ed (Spring only) | 1 |
| DCE 307 Mapping Dance (Fall only) | 3 | DCE 216 Jazz III | 1 | DCE 460 course substitution (DCE 116) | 1 | | |
| DCE 417 Contact Improvisation | 1 | DCE 453 Choreography III | 3 | DCE 465 Screen Dance | 3 | | |
| DCE 340 Body in Motion | 3 | DCE 343 Repertory III | 1 | DCE 470 or 487 (2 credits)^ | 2-3 | | |
| DCE 459 Dance Ed Field Methods | 3 | DCE 459 Dance Ed Field Methods | 3 | TED 401 Child & Adolesc (Fall only) | 1 | | |
| DCE 232 African II | 1 | MAC 10 | 3 | DCE 443 Advanced Repertory (or spring) | 2 | | |
| | | MAC 11 | 3 | Free Electives | 2-3 | | |
| | | Free Electives | 2 | DCE 443 Advanced Repertory (or SP) | 2 | | |
| Total = | 13 | Total = | 18 | Total = | 14 | Total = | 12 |
| | | | | | | <i>Cumulative =</i> | 120 |

Courses in red are required in Licensure

*241 is a pre-req for DCE 253 effective Fall 2022; current first-year students will need an override to register in Spring 2023 if they haven't completed 241

^ Students completed 487 practicum instead of 470 will need an extra elective in Dance to meet the 79 credits in dance requirement

NASD requires all BFA Dance Majors to be enrolled in technique classes of a minimum of 1.5 hours each 5 days a week for all 4 years with the exception of the student teaching semester.

Always refer to the University Catalog: <https://reg.uncg.edu/catalog/>

Revised 3/3/22

Post-Baccalaureate Certificate (PBC) in Dance with K-12 Licensure

23 Semester Hours Required

K-12 Dance License

Post-baccalaureate students with an undergraduate degree in Dance may complete additional course work to be eligible for Standard Professional I licensure. Enrolled students in the on-campus M.F.A. in Dance (Choreography Concentration) and the M.A. in Dance (Theories and Practice Concentration) are eligible. Completion of this course work does not guarantee licensure. Students are required to participate in field experiences and student teaching in high-quality inclusive settings. These experiences are completed in public school settings as approved by the Director of Dance Education. Students are advised of additional requirements for documenting the evidence required for licensure.

I. Licensure Requirements

A. Required Courses - 20 credit hours total

- a. DCE 359 - Foundations for Dance Education
- b. DCE 605 - Choreographies and Choreographers
- c. DCE 662 - Practicum in Teaching Dance *
- d. DCE 663 - PreK-12 Dance Education Practicum **
- e. SES 401 - Understanding and Teaching Students with Disabilities in Inclusive Settings
- f. TED 401 - Child and Adolescent Development and Learning
Or TED 669 - Educational Implications of Learning and Developmental Theory
- g. TED 403 - Teaching English Learners with Diverse Abilities
Or TED 650 - Establishing and Maintaining a Responsive Classroom Environment

* Music be taken 3 times for a total of 6 credits

** Students must complete 6 credits of DCE 663 during their student teaching semester

B. Electives - 3 credit hours total

- a. Select 1 course (3 credits) from the following: ***
 - i. DCE 630 - Advanced Body Theories and Practices in Dance
 - ii. DCE 660 - issues in Planning the Dance Curriculum

***Or other DCE graduate course approved by the Director of Dance Education

Students wishing to pursue the Masters of Arts Degree in Dance Education upon completion of the PBC initial dance teacher licensure program may complete an optional Phase Two: MA DE program (minimum 24 credit hours with 12 hours of credit transferred from the PBC licensure certificate). Students that chose to complete both phases will complete a minimum total of 36 hours.

Master of Art (MA) in Dance Theories and Practices with add-on K-12 Licensure

36 Semester Hours Required

K-12 Dance License

The MA in Dance Theories and Practices degree is also available with [K-12 Licensure](#). This option can be pursued as an add-on through the Post-Baccalaureate Licensure in Dance Education. Please note, this option may require additional time for degree completion. The Plan of Study below is a sample to provide guidance; however, an actual academic career plan must be developed with an advisor as each student's needs may vary and courses are not always offered every semester, thus requiring each Plan of Study to be individualized.

(Full-Time example - 2 years, could take five semesters)

Suggested Semester-by-Semester Curriculum. Substitutions should be made in consultation with the student's advisor

| YEAR 1 (22) | YEAR 2 (23) |
|---|---|
| <u>Fall Semester</u> (12) credits | <u>Fall Semester</u> (10) credits |
| DCE 661 Dance Pedagogy in Higher Ed (2) DCE 651 Choreographic Practice (3) DCE 605 Choreographies/Choreographers (3) DCE 624 Movement for Dance (1) DCE 662 (DCE 459 licensure A #1) (2) TED 401 (1) | DCE 610 Dance Studies I: Theories/Methods (3) DCE 624 Movement for Dance (2) DCE 662 (DCE 459 licensure C) (2) DCE 698 Culminating Field Project (3) |
| <u>Spring Semester</u> (10) credits | <u>Spring Semester</u> (13) credits |
| DCE 630 Adv. Body Theories/Practices (4) DCE 662 (DCE 459 licensure B #2) (2) TED 403 or SES 401 (1) DCE 621 Administration of Dance (3) OR DCE 659 LMA (3) possible elective | DCE 611 Dance Studies II: Research Projects (3) DCE 663 (Student teaching) (6) DCE 699 Culminating MA Project (3) TED 403 or SES 401 (1) |
| TOTAL HOURS: 43 hours | |

12-13 Required Dance - 605 (3), 610 (3), 611 (3), 630/667/660 (4/3)

9 Dance Electives - 632 (1), 665 (3), 659 (1), 650 (3), (624, 662, 651, 661, 621, 687, 688 also accepted)

8-12 Open Electives (Dance or outside electives at the graduate level) DCE 662/459 (6), DCE 663 (6) are considered electives.

Dance education NOTE: ALL dance education classes qualify as electives in the plan of study.

DCE 662/ must total 6 credits 2 credits per semester TED 401 fall only while TED 403 Spring only SES 401 spring only

6 Culminating Project 698 (1-3), 699 (1-3)

Master of Fine Art (MFA) in Dance Performance and Choreography with add-on K-12 Licensure

60 Semester Hours Required

K-12 Dance License

The MFA in Dance degree is also available **with K-12 Licensure**. This option can be pursued as an add-on through the Post-Baccalaureate Licensure in Dance Education. Please note, this option may require additional time for degree completion.

(Semester-by-Semester Example)

Suggested Semester-by-Semester Curriculum. Substitutions should be made in consultation with the student's advisor

| YEAR 1 (20 credits) | YEAR 2 (25 credits) | YEAR 3 (19 credits) |
|---|--|---|
| <p align="center"><u>Fall Semester</u> (11) credits</p> <p>DCE 661 Dance Pedagogy in Higher Ed (2) DCE 651 Choreographic Practice (3) DCE 605 Choreographies/Choreographers (3) DCE 624 Movement for Dance (1) DCE 662 (DCE 459 licensure A #1) (1) TED 401 (1)</p> | <p align="center"><u>Fall Semester</u> (11) credits</p> <p>DCE 610 Dance Studies I: Theories/Methods (3) DCE 651 Choreographic Practice (3) DCE 624 Movement for Dance (1) DCE 694 Portfolio Review (1) DCE 662 (DCE 459 licensure C) (3)</p> | <p align="center"><u>Fall Semester</u> (10) credits</p> <p>DCE 697 Master's Production Project (3) DCE 624 Movement for Dance (1) Outside Elective (3)</p> |
| <p align="center"><u>Spring Semester</u> (9) credits</p> <p>DCE 651 Choreographic Practice (3) DCE 659 LMA (3) DCE 621 Administration of Dance (3) OR DCE 630 Adv. Body Theories/Practices (4) OR DCE 662 (DCE 459 licensure B #2) (2) TED 403 or SES 401 (1)</p> | <p align="center"><u>Spring Semester</u> (14) credits</p> <p>DCE 611 Dance Studies II: Research Projects (3) DCE 651 Choreographic Practice (3) DCE 621 Administration of Dance (3) OR DCE 630 Adv. Body Theories/Practices (4) OR TED 403 or SES 401 (1)</p> | <p align="center"><u>Spring Semester</u> (9) credits</p> <p>DCE 697 Master's Production Project (3) DCE 663 (Student teaching) (6)</p> |
| <p>TOTAL HOURS 64 hours</p> | | |

Teacher Candidate Evaluation (TCE) Rubric

The *Teacher Candidate Evaluation (TCE) Rubric* ([Appendix C](#)) is used for assessing dance education students' teaching skills and providing feedback. The rubric may be used in accordance with content areas coursework as well as clinical field experience. This rubric analyzes the foundational qualities of a beginning professional teacher. Students must have acceptable teaching evaluations to be eligible for continuation in the program and recommendation for teaching licensure. A minimum of three ratings sheets will be completed by the end of the program.

Candidate Dispositions Assessment Process (Dispositions) Rubric

The *Candidate Disposition Assessment Process (Dispositions) Rubric* ([Appendix D](#)) is used for assessing dance education students' dispositions and providing feedback. The rubric may be used in accordance with content area coursework as well as clinical field experience. A rating of developing or emerging is considered to be an unacceptable rating on the final Dispositions rubric. Students must have acceptable dispositions evaluations (at level two by the end of the second rating, in particular responsibility, acceptance, implementation of feedback, and desire to teach) to be eligible for continuation in the program and recommendation for teaching licensure. A minimum of three ratings sheets will be completed by the end of the program, and a Dispositions rubric may be completed by any dance faculty members at any time.

Students must review the *Standards of Ethics for North Carolina Teachers* to learn about the ethical and code of conduct standards that must be met and maintained by all candidates. Students are expected to adhere to the standards throughout and beyond their time as a UNCG Dance Education student and should consult their advisor for any questions that arise.

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf>

Personal Improvement Plan (PIP) Process

Unprofessional behaviors that may warrant intervention and/or dismissal from the program include chronic tardiness, failure to assume responsibility for one's actions, lack of dependability, inappropriate or insensitive social interactions, and difficulty accepting constructive feedback. See [Appendix E](#) for PIP Template used in the PIP process.

PROCEDURES

The following procedures are used to provide licensure candidates with feedback about their professional behavior and to establish program expectations:

- Each program rates all their candidates' professional dispositions. Teacher licensure programs use Dispositions Form, CDAP 2.0, to evaluate dispositions and teaching performance is evaluated using TCE. School executive licensure programs use the School Executive Standards (SES) and Descriptors of Competency (DOC) to evaluate leadership dispositions and performance. All programs evaluate and rate their students at a minimum of three times. Similar rubrics that are used in other areas leading to professional licensure are included in this policy.

Teacher Licensure: The first rating is done early in the program as soon as the program faculty believe they know the candidates. The second rating occurs midpoint in the program, and for teacher candidates at the time they apply for student teaching. The third rating is done when candidates are

exiting the program. Supervisory personnel in the program must rate the candidates. Individual programs may also require self-ratings and multiple supervisor ratings. Programs may also add items to the rubric(s), but all must complete the basic items.

Principal licensure: The first rating is a self-rating in collaboration with supervisory personnel completed early in the program. The second, third and perhaps a fourth rating occurs during the beginning, middle and end of the yearlong internship experience. A site supervisor/mentor and university supervisor rates the candidates. A final rating is done by two university supervisors when candidates are exiting the program.

- Ratings on the CDAP 2.0 and TCE for teacher licensure candidates, or on rubrics used by other professional licensure programs, are an essential element in the evaluation of candidates for licensure; therefore, these ratings are a form of grading and are an important responsibility of program faculty. When a candidate receives a rating of 0 on any of the disposition rubrics, the program faculty discuss the candidate's behavior to verify that a Professional Improvement Plan is warranted. If so, those who work with the candidate become an ad hoc team for developing an action plan for the candidate. This ad hoc team of program faculty must provide the candidate with specific feedback about the reasons for the low rating, expectations for successful performance and a timetable by which a successful performance is expected. This information will be known as the Professional Improvement Plan (PIP). A written record of the content of this conference is developed and signed by the candidate and the ad hoc committee members and kept by the Program faculty/coordinator. A copy is also sent to the Director of the Teachers Academy for the purpose of keeping accurate records.
- The content of the Professional Improvement Plan (PIP) should include at least the following information:
 - Student Name
 - UNCG Instructor Name(s)
 - Date of meeting
 - Description and justification of dispositions or performance that need to be improved
 - Comments or responses from the student
 - Plan of action for student to address
 - Timeline including date for follow-up meeting
 - Signatures with date
- If a candidate's disposition or performance does not improve after a plan has been developed and appropriate time and opportunities for improvement have been provided, the team working with the candidate may recommend that the candidate be dismissed from the program and be recommended for licensure.
- Generally, the intent of this review is to promote a candidate's professional growth and retain him or her in the program; however, if a serious episode of unprofessional behavior occurs, immediate dismissal from the program and withdrawal of licensure candidacy without an opportunity for improvement may be recommended by the faculty team who work with the candidate.
- Unless circumstances do not reasonably permit it, any candidate who is being considered for dismissal or non-licensure shall first be given notice of the potential dismissal/non-licensure, the grounds therefore and an opportunity to be heard as to why dismissal/non-licensure should not occur. Any candidate dismissed or non-licensed from a program shall be provided written notice setting forth the reasons for the dismissal or non-licensure and a copy of this document containing the following Dismissal Appeal Procedures.

GPA Requirement for Dance Education Majors

Dance Education majors are expected to maintain a minimum of 3.0 GPA each semester. This standard is required for admission to the Teacher Education program. Students that do not achieve the minimum 3.0 GPA while enrolled should consult their Dance Education advisor, and other professors for resources and support services to improve academic performance. The academic advisor may request that students provide documentation that they are seeking support services (tutors, instructor meetings, Speaking/Writing/Student Success Center visits, or other activities approved by the advisor). Students must achieve a dance GPA of 3.0 to be considered for Teacher Education, Student Teaching and graduation.

Required Documentation for Internship Courses

All courses that include an internship in which dance education students enter into a school or interact with K-12 students must have the following documentation on file before students can begin their internship. Failure to submit this documentation to Judy Pelance (jrpelanc@uncg.edu) by the specified deadline may place a student at risk of failing or having to withdraw from the internship course.

Background Check

All freshmen, transfer students, and students who do not have a completed BIB Background Check on file must immediately complete this background check process (instructions below). Students may not use an alternate background check in lieu of a background check from BIB.

The background check will cost approximately \$23.50. However it will last as long as you are concurrently enrolled at UNCG

Steps to Complete:

1. Complete a BIB Background Check Application found at the following link: [Background Check Application](#)
2. Pay the required fee of \$23.50 before visiting a classroom or agency
3. If you do not receive a response email within 3 days of completing the application, you should call BIB immediately at [877-439-3900](tel:877-439-3900). Emails from BIB are usually sent the same day, so students should check their spam/junk mail if they don't see the email.

Candidates that do not receive a *clear* background check must submit a statement of explanation to the Placement Coordinator detailing the nature, date, and outcome of the incident. This statement is required for charges, dismissals, prayer for judgment, no contest, and guilty or not guilty pleas (including minor traffic violations). Explanations will be kept on file (requiring update for any new charges) with limited information shared with partner districts/agencies as necessary. Serious charges or failure to disclose criminal history may result in a candidate's inability to secure field placements and/or removal from Teacher Education.

Guilford County Schools Volunteer Forms

Guilford County Schools Volunteer Form should be completed by Dance Education students who will be interning in one of the Guilford County Schools. The form is valid for one full year before it needs renewal. If you are not interning at a Guilford County school, you will be contacted on an individual basis to complete a volunteer form for your specific county.

Steps to Complete for Initial Set Up:

1. Go to the [Guilford County School Volunteer Registration](#)
2. Complete the form using your best judgment on answering the questions.

In each consecutive year after you initially complete this form, you will be asked to complete this form and update the schools that you will be interning at. Guilford County Schools utilize this information between county and front office staff at each school. If this form is not completed or updated upon entry to the school, the front of office staff has and will bar you from entry to the school.

Alamance/Burlington, Winston-Salem/Forsyth Counties, and others: For information on registering with schools in Alamance/Burlington, Winston-Salem/Forsyth Counties, and other counties, please contact Judy Pelance, Office of Student Success, School of Education, Email: jrpelanc@uncg.edu, Phone: (336)334-9880.

Procedures for Acceptance into Teacher Education, Student Teaching, and Successful Degree Completion

The UNCG Teacher Education and Dance Education programs expect students to know all policies and procedures for degree completion and for making sure all deadlines are met on time.

The following procedures apply:

1. Meet with your advisor at least once per semester to discuss curriculum requirements.
2. Read the Teacher Education handbook: http://www.uncg.edu/ted/teachacad_adm_undergr.html
3. Meet the minimum score on PRAXIS I Core Academic Skills for Educators (www.ets.org; see table below for passing scores). Students who took the ACT/SAT before March 2016 and who have combined SAT Math and Verbal scores of 1100+ or an ACT composite of 24+ are *exempt* from the PRAXIS I requirement. Students who took the ACT/SAT after March 2016 and who have combined SAT Math and Verbal scores of 1170+ or an ACT composite of 24+ are exempt from the PRAXIS I requirement. For details regarding registration, go to www.ets.org/. You may also call the UNCG Testing Line, (336)334-4156 or 1-800-853-6773.

Note. Until the PRAXIS I Core requirement is satisfied, students may not enroll in junior level professional courses and cannot be admitted to Teacher Education. Licensure-Only students who are admitted to the Teacher Education program are not required to take PRAXIS I. If you are a junior transfer, you must take the PRAXIS I Core (if not exempt) no later than second semester of registration. Check registration and administration dates during the first week of the semester.

| |
|---|
| PRAXIS |
| Core Academic Skills Exam |
| Passing Scores |
| Reading Score - 156 |
| Writing Score - 162 |
| Mathematics Score - 150 |
| Composite Score - 468 |
| For Exemption |
| Exempt from Reading - Verbal 550 (SAT) OR Verbal 24 (ACT) |
| Exempt from Writing - Verbal 550 (SAT) or Writing 24 (ACT) |
| Exempt from Math - Math 550 (SAT) or Math 24 (ACT) |
| Exempt from Exam - Verbal + Math = 1100 (SAT) or Composite 24 (ACT) |

4. Complete a criminal records check through the Background Investigation Bureau (BIB; see directions above).
5. Submit application for Admission to Teacher Education by the end of sophomore year: [Teacher Education Application](#) To be admitted to the Teacher Education program in Dance Education, each student must have:
 - Obtained a minimum grade point average of 3.0
 - Satisfied PRAXIS I requirements or exempt
 - Completed a Dance Education Mid-Program Review
 - Satisfactory progress on coursework and dispositions. The determination of “satisfactory progress” is made by the academic advisor in consultation with the members of the Dance Education Area. Completion of coursework does not ensure that a student is making satisfactory progress and/or that they will be automatically admitted to Teacher Education.
6. Complete Application for Student Teaching **one year in advance** of intended student teaching semester (February 15, November 1):
 - a. Go to sonia.uncg.edu
 - b. Click on "Education".
 - c. Choose 'Student' as your Role.
 - d. Enter your university credentials.
 - e. You will find the Student Teaching Application under forms in the Portal.

[Here](#) is a video demonstrating how to get logged in.

[Here](#) is a video tour of the Portal.

[Here](#) is a video about how to complete that application.

7. edTPA – Dance Education student teachers are assessed through a nationally-scored portfolio called edTPA. This will be part of the capstone experience of student teaching. Student teachers must submit edTPA and be successfully evaluated to receive their teaching license.
8. Application for Licensure – At the end of student teaching, submit an application for a North Carolina Standard Professional I teaching license. Directions for this process can be found in Appendix F.

Student Teaching

The student teaching experience is the apex of the undergraduate dance education program. All of the experiences, knowledge, and skills acquired throughout the student's education are applied in the practical teaching experience. The student teaching experience is the final step prior to degree completion, state licensure, and the appointment of an initial teaching position. Without question, professional advancement hinges on the success of this experience. The purpose of the student teaching experience is to extend and develop the prospective teacher's personal and unique instructional style. Certainly, the learning process will not be completed at the conclusion of the student teaching experience. The experience is the beginning of a continuing process of learning which will encompass the entire professional career. The dance student teacher at The University of North Carolina at Greensboro (UNCG) has completed a thorough and specific program of coursework in preparation for this final field experience. In addition, every effort has been made to ensure that each student teacher possesses the necessary personal qualities to develop into a competent, caring professional. In addition to coursework, the dance education curriculum at UNCG is designed and organized to provide opportunities for observation and initial teaching experiences in the schools. Initial observation is intended to bridge the gap between the professional preparation courses, which are balanced between the theoretical and practical, and the applied aspects of teaching music. Opportunities are provided to facilitate transition from the role of student to the role of teacher.

Prerequisites to the student teaching experience include:

1. A grade point average of 3.0 or above and admission to the Teacher Education Program
2. Courses in dance education methods
3. Twenty to sixty hours or more of preliminary field experience, including observations and teaching opportunities
4. Courses in educational psychology
5. A satisfactory score on the PRAXIS CORE
6. Completion of the Mid-Program Review
7. Extensive study of dance performance and choreography

The On-Site Teacher Educator (OSTE) is an employee who:

1. Holds the appropriate teaching credentials
2. Has a minimum of three successful years of classroom teaching experience
3. Has at least one year of that experience in the present school system
4. Has been recommended by the building principal and supervisor of dance
5. Has indicated a willingness to serve as a mentor to a prospective dance educator.

Placing a student teacher with an OSTE is a complex process that begins early in the previous semester. Great care is taken to cooperate with the school system to ensure that the student teacher and OSTE will be able to work productively in the learning environment. OSTEs are selected because of their successful teaching experience and willingness to serve as mentors for the student teacher. OSTEs are recognized for their leadership not only in their own school but also in the profession. Many of the OSTEs have served for many years in that capacity while others may be accepting a student teacher for the first time. The hope is that this document, along with the others mentioned previously, will serve as a helpful guide toward ensuring a successful experience.

This handbook is intended for use in conjunction with the [Teacher Education Handbook](#) published by the UNCG School of Education, and the School of Dance Handbook. Student teachers should familiarize themselves with these documents prior to beginning student teaching. Questions about any aspects of the publications should be referred to the University Supervisor.

Teacher Education Conceptual Framework and Mission Statement

The mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision-making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

Student Teaching Preparation Checklist

Following an official confirmation of placement, the student teacher is responsible for contacting the OSTE and setting up a visitation/observation. The student teacher should plan to:

1. Review the daily schedule with the OSTE
2. Provide a daily schedule and the school street address for the University Supervisor
3. Meet the building administrative staff
4. Tour the facilities
5. Learn about procedures specific to the placement
6. Start an initial discussion about the requirements of edTPA for student teachers
7. For those to whom it applies: Complete all training required by the state, county, and/or school in order to gain access to their learning management system.

Before the student teacher arrives for duty, the OSTE should:

1. Prepare a work area for the student teacher – an extra desk and chair in the office or classroom will assist your student teacher in functioning effectively
2. Prepare a packet of informational materials about the school/district. Include a copy of:
 - a. The student/school handbook, including behavior expectations and discipline guidelines
 - b. Teacher/staff handbook
 - c. Building and classroom emergency procedures
 - d. Daily schedule
 - e. Staff roster and room assignments
 - f. Map to all assigned building(s)
 - g. A floor plan of all assigned buildings
3. Prepare information about the dance program. Include:
 - a. Names and assignments of all music teachers
 - b. OSTE's class rosters and seating charts
 - c. Schedule of all after-school or evening rehearsals, meetings, or performances
 - d. Curriculum materials
4. Prepare copies of all texts or materials to be used during the period. An extra teacher's edition of the text will be needed for all evaluation sessions by the University Supervisor

5. Arrange introductions with key building personnel for the first day to include:
 - a. Building principals
 - b. Administrative staff
 - c. Guidance personnel
 - d. Custodial staff and others
6. Start an initial discussion about the requirements of edTPA (teaching portfolio).

Guidelines For On Site Teacher Educators (OSTEs)

The OSTE will provide the setting for a gradual but complete introduction to full-time teaching. This process involves assigning a variety of tasks to the student teacher on a daily basis. Additional planning by the OSTE is essential to provide the necessary activities and access to classroom experiences. Those tasks may include but are not limited to:

- Observing
- Assisting students individually or in small groups
- Performing clerical/managerial duties
- Evaluating student progress/grading papers
- Participating in rehearsals/classes on secondary instruments
- Teaching full class sessions
- Serving as a hall, bus, or lunchroom monitor
- Acting as a chaperone for ensemble or class trips
- Preparing letters or class materials
- Repairing equipment
- Setting up room, organizing equipment and materials
- Participating in conferences with students, parents, and other staff.

Offering a balance between observations, assisting, and actual classroom teaching is essential. Therefore, being able to rehearse with large ensembles and teach an entire class are crucial components of the student teaching experience. What follows is a suggested outline of tasks for the sixteen-week period.

WEEK 1-2:

- Observe the OSTE with purpose
- Distribute and collect materials from students
- Take attendance
- Help individual students and small groups
- Escort students to playground, lunch, etc. (if applicable)
- Prepare bulletin boards, handouts, and perform clerical duties
- Become familiar with building staff and resources
- Obtain courses of study and become familiar with class materials
- Schedule a daily time for joint lesson planning and evaluation
- Learn school policies and procedures
- Learn student and staff names

WEEKS 3 – 8:

- Continue first two weeks duties
- Schedule first full class

- Schedule brief teaching episodes (one per day; 10 – 15 minutes)
- Gradually increase teaching duties to include additional short episodes or one full class
- OSTE should provide written and/or verbal feedback daily
- OSTE should provide feedback to the University Supervisor

WEEKS 9-16:

- Gradually increase teaching time to full class periods with more than one per day
- Implement edTPA lessons and video recordings
- Include up to 14 days during the final weeks where the student teacher assumes all class responsibilities
- Continue daily conferences
- Increase independent responsibilities
- OSTE should provide feedback to University Supervisor

From the twelfth week until the conclusion of the semester the student teacher is expected to assume a greater role in the situation as determined by the OSTE. The full semester format for student teaching is designed to ensure that the student teacher has experienced the demands and responsibilities of a full-time teacher prior to the conclusion of the experience.

An important component of the student teacher's responsibilities is the completion of the requirements for the edTPA portfolio. The student teacher is required to complete three main tasks as part of edTPA: Planning, Instruction, and Assessment. This includes, planning an instructional unit, administering a pre-test, teaching a series of lessons, administering a post-test, and analyzing the outcomes for presentation in the portfolio. The portfolio requires that the student teacher have full access to a class for the duration of the activities (typically 4-5 lessons). This will need to be scheduled early and carefully.

Communication is a key factor in the success of the student teaching experience. If a student teacher is having problems or is not meeting the expectations of the OSTE, the University Supervisor must be notified immediately so that a conference can be scheduled. Equally important are the conferences between the student teacher and the OSTE. In these discussions, the student teacher and the OSTE work to implement ideas suggested by the University Supervisor and the OSTE offers personal suggestions along with ideas for implementation.

The OSTE should hold a minimum of two scheduled conferences a week with the student teacher throughout the entire semester to discuss any facet of student teaching. The OSTE should also provide written evaluations of selected teaching sessions. These evaluations are particularly helpful in the beginning stages of teaching. The student teacher should request critiques if not instigated by the OSTE. In addition to self-evaluations, audio and video feedback are a valuable means of evaluation. Review the videos individually as well as with the OSTE and University Supervisor. Video recorded teaching episodes are typically not intended to be a substitute for evaluation visits by the University Supervisor. Given the constraints of the global COVID 19 pandemic, and the physical proximity of schools to UNCG, video evaluations may be an appropriate means of assessment.

Guidelines For Student Teachers

1. **Daily Schedule.** Students are expected to teach for the full UNCG semester, sixteen weeks. The student teacher is expected to follow the arrival and dismissal schedule established by the school district for its regular teaching staff. Because of the additional demands on the schedule of a

music educator, the student teacher is also expected to follow the OSTE's daily schedule including any assigned lunch, bus, or playground supervision, and any evening or weekend assignments. The student teacher also is expected to attend all faculty meetings, conferences, in-service days, open houses, and performances.

2. **Absences.** Five (5) or more absences for any reason may result in withdrawal from student teaching assignment and the course. Any absences may be made up with the approval of the OSTE and the University Supervisor to gain maximum experience from the student teaching opportunity. Any absences beyond the fourth absence must be made up in order to meet established guidelines.
 - a. In the case of personal illness or emergency, the student teacher must contact the OSTE and the University Supervisor prior to 7:00 a.m. on the day of the absence.
 - b. Excessive lateness usually indicates a lack of personal organization and commitment. Any problems with lateness either at the start of the day or during the daily schedule should be brought immediately to the attention of the University Supervisor so that appropriate action can be initiated.
 - c. If the OSTE is ill temporarily, the student teacher may serve for a limited time in place of the teacher provided a certified school employee remains in the classroom at all times. Should a situation arise whereby the OSTE will be absent for an extended period of time, the student teacher will be reassigned. The student teacher cannot be a substitute for pay and should be asked to take charge only if prepared to teach without the OSTE. Using the student teacher for direct and independent supervision of extracurricular activities is prohibited. If asked, the student teacher will politely and tactfully decline.
 - d. The student teacher is expected to notify the University Supervisor immediately if illness or unexpected events such as assemblies, class changes, etc., will conflict with a planned visit. A protocol should be formulated during the first day of student teaching between the student teacher and the OSTE to handle and notify the University Supervisor of unexpected changes. This plan should be established as a routine policy. All persons affected must be notified as early as possible when an absence cannot be avoided.
 - e. A vital component in the student teaching experience is the weekly Student Teacher Seminar. Each student teacher is required to attend the seminar, scheduled after students finish their on-site student teaching. The meeting is one day per week with all the Student Teachers together at UNCG, typically Thursdays from 5:00-6:30 pm, but the time can be arranged to serve the group and faculty. The OSTE may wish to participate in the seminars and discuss the topics covered.
3. **Extended Time.** Students often extend their teaching, with consent from the OSTE, to participate in programs. This practice is encouraged; however, neither the University nor the University Supervisor assumes responsibility after the official conclusion of the student teaching semester. The University of North Carolina at Greensboro and University Supervisors are not responsible for student teachers beyond the final date of student teaching.
4. **Observations.** University Supervisors will normally observe a student teacher a minimum of four times, equally spread out over the sixteen-week period and will attempt to observe instruction in at least two different classes. There may be times, for various reasons, when this

schedule cannot be met or when an alternate strategy better meets the needs of the student teacher. Only under exceptional conditions will the number of observations be fewer than four or grouped into a short time period.

- a. The student teacher will usually be informed in advance of evaluation observations, although they may be unannounced. The OSTE is always informed of upcoming observations.
 - b. In addition to scheduled observations, University Supervisors are available if needed by a student teacher or OSTE. Both the student teacher and the OSTE should feel free to request a consultation with the University Supervisor.
 - c. The student teacher should have materials and an observation location ready for the visit from the University Supervisor. The following should be included:
 - Written lesson plans
 - Copies of textbooks to be used
 - Any completed self-evaluations
 - Observation station (desk, chair, etc.), unless the observation is virtual, in which case, the transmitting camera should be placed where the University Supervisor can clearly see and hear the student teacher and the class.
5. **Professional Conduct.** The OSTE is expected to serve as an exemplary model of professional conduct. The student teacher in turn, is expected to exemplify that model concerning all contacts with students, parents, or other school staff. Any deviations by the student teacher from the [Code of Ethics for North Carolina Teachers or the Standards of Professional Conduct](#) must be reported to the University Supervisor immediately. The student teaching experience may be terminated due to a breach in standards of professional conduct consistent with the guidelines set forth for University Supervisors on page 12, #3.

The professional expectations of the student teacher include:

- a. Dressing, grooming, speaking, and behaving in an appropriate and professional manner
- b. Learning student and staff name
- c. Maintaining a daily log of all experiences and a record of all lesson plans
- d. Refraining from scheduling any other classes, jobs or conflicts
- e. Performing all assigned duties eagerly and efficiently
- f. Accepting and implementing suggestions for self-improvement
- g. Asking questions and seeking advice from OSTE and University Supervisor
- h. Communicating regularly and effectively with OSTE and University Supervisor
- i. Scheduling professional and personal business outside of school time; the student teacher should not request nor expect any time off, early departure during the day, or personal time during working hours
- j. Equating the student teaching experience with a permanent full-time position; all school policies that apply to regular faculty also apply to the student teacher.

Additionally, item b-2 of section .0602 “Standards of Professional Conduct” of the Code of Professional Practice and Conduct for North Carolina Educators states:

1. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

In keeping with this standard, UNCG dance education student teachers who participate in publicly accessible online social networking sites such as “Facebook”, “Instagram,” “Snapchat,” and services such as “Twitter” are strongly encouraged to consider the negative professional ramifications of posting or having posted content that may be considered inappropriate and/or ethically questionable by parents and potential employers. During student teaching, you may not communicate with or post pictures of public-school P-12 students on any publicly accessible online social networking site. If you fail to adhere to this requirement, you may be held legally liable by parents and/or the school system and you will be withdrawn from student teaching.

6. **Commitment Conflicts.** Student teachers are expected to have no University responsibilities during student teaching. Additionally, under no condition should a student teacher be required or allowed by University faculty to participate in activities that infringe upon the student teaching process in any way. Ensemble rehearsals and performances, personal practice, private lessons taught and received, and University business are activities that fall into this category. Job interviews, although important, can usually be scheduled after school hours.
 - a. One exception is made –the Student Teaching Seminar, which is held one day per week after student teaching from 5:00-6:30, and arranged on a day that is suitable to everyone in the class. Often Thursday has been selected. Please be sure the OSTE is aware of the Seminar (an enrolled class) so that there will be no surprises when it is time to leave to arrive at the UNCG on-site seminar by 4:45 in time to get to the classroom by 5:00.

Grading The Student Teaching Experience

The final grade for the student teaching experience is the sole responsibility of the University Supervisor. The University Supervisor, in consultation with the OSTE, determines the final grade for the student teaching experience. The following areas are considered when determining observation grades for the student teacher and the final grade:

1. Planning
2. Instruction
3. Assessment
4. Student Motivation and Management
5. Teacher Impact
6. Professional Growth and Contributions
7. Dispositions

The student teacher should review the TCE and Disposition rubric with the OSTE during the first several days of student teaching and refer to them frequently thereafter. Weight is not assigned to specific items due to the diversity of student teaching areas and situations, however teaching effectiveness is the major determinant of the student teaching grade. The student teacher is expected to maintain a notebook/journal covering the student teaching experience. Any materials, procedures, printed forms, programs, lists of music, etc. used in student teaching that can be shared will enhance the value of the notebook. The main objective is to provide a reference for use when subsequently employed as a teacher. Written lesson plans are expected for all teaching sessions (including rehearsals, private lessons, tutoring sessions, etc.) where the student teacher was notified in advance of the lesson that they would be teaching. No exceptions are permitted. If written lesson plans are not provided in advance of an observation and if written plans for daily instruction do not appear in the notebook for the University Supervisor to review, the student teacher should expect to receive a failing grade for the visit. This also means that a student teacher might receive a failing grade for the course if paperwork is not in order.

Although the final grade is based upon the student teacher's accomplishment and growth as documented in the Exit Criteria, each observation evaluation contributes to the final calculation. Each observation is intended to be instructional so that the student teacher can build upon positive areas of instructional effectiveness and develop the areas that are documented as being weak. The following are guidelines for helping the University Supervisor in consultation with the OSTE to determine the final letter grade:

Grade of "A": The grade of "A" should be reserved for those students who have demonstrated superior growth and exceptional achievement in all seven areas. These students have only one or two weaknesses of any consequence and are viewed as ready for independent teaching in most situations.

Grade of "B": The grade of "B" should be given to those students who have demonstrated noticeable growth and commendable achievement in all seven areas. They have more strengths than weaknesses, but they are not yet consistently strong in all areas.

Grade of "C": The grade of "C" should be given to those students who have made adequate progress in all seven areas. They have demonstrated some commendable strengths, but not necessarily in all five areas. There are some areas of weakness that still need practice and guidance.

Grade of "D": The grade of "D" should be given to those students whose weaknesses outnumber their strengths. Their growth has been minimal, and achievement is below average in more than half of their seven areas. A grade of "D" should be used rarely and indicates that the student teacher should not pursue a career in teaching.

Grade of "F": The grade of "F" should be given to those who clearly are not ready for licensure, are not ready to accept the responsibility of independent teaching, and who should take additional work to bring their competency to an acceptable level. An "F" should also be given to any individual exhibiting unquestionable and clear evidence of being unsuited to direct the learning of students.

Additional Considerations

Academic Integrity Policy

Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Upon enrollment, all UNCG students are expected to uphold and promote these values through abiding by the *Academic Integrity Policy*. The UNCG *Academic Integrity Policy* can be found in your Student Calendar Handbook or online at <http://academicintegrity.uncg.edu/>.

Policy on Transfer Credit for Dance Coursework

The School of Dance adheres to the transfer of credit policy found in the Undergraduate Bulletin: <https://catalog.uncg.edu/academic-regulations-policies/undergraduate-policies/course-credit-regulations-limits/> However, most dance courses are initially transferred to UNCG as "DCE 000."

[Jennifer Reich](#) is responsible for initially evaluating transcripts, reviewing appropriate course materials (if available), and granting transfer credit. However, several courses require additional placement testing, consultation of instructors, and/or a statement of articulation, in order to grant transfer credit. Please consult your faculty advisor about transfer credit articulation.

Policy on Credit by Examination

For information regarding credit by exam procedures is available at http://www.uncg.edu/reg/Forms/Special_Exam.pdf.

Campus Resources

- [Teacher Education Office of Student Services](#), - check in room 116 School of Education Building for orientation toward one of the specialists. Currently, [Carol-Ann Griggs](#) handles the processing of student forms/materials.
- [Teaching Resources Center](#), 310 School of Education Building, is available for teacher education students from all majors, across the University.
- [University Writing Center](#), 3211 MHRA Building, is available to aid UNCG students in writing for university coursework.
- [University Speaking Center](#), 3211 MHRA Building, is available to aid students with oral communication.
- [UNCG Health Services/Counseling/Group Therapy](#) –Student Health Center, 107 Gray Drive (336) 334-5340, Health Services provides counseling, helpful strategies, and support for students who are struggling academically or personally
- [Student Success Center](#) – McIver Building, Room 104, (336) 334-3878, The Student Success Center (SSC) seeks to maximize students' potential for academic success.
- [Digital Media Commons](#) – For digital and electronic needs, the digital media commons provides rentable equipment and guidance within a variety of technological platforms (DMC is especially helpful for the capstone edTPA portfolio during Student Teaching)

Application for Initial Licensure

Once a dance education student has completed all requirements for degree completion, taken the required examinations (ex. edTPA portfolio), and received scores of “proficient” or higher on all TCE and Dispositions final assessments and “met” on the Certificate of Teaching Capacity (COTC), the next step is application for initial licensure. It is essential to note that graduated dance education students *do not* automatically receive their teaching license upon graduation. A dance education student must apply for teaching licensure after graduation. Steps for completing this process can be found in [Appendix F](#).

Job Placement

Students should consider contacting the [Career and Professional Development](#) (Room 1, EUC) for resources related to applying for teaching jobs during their final semester. Their website contains many announcements for job fairs, résumés, mock interviews, etc. For NC teaching jobs, look here:

- [Outside NC](#) – Contact NCDPI or state you are transferring to to get details about transferring license
- North Carolina –
 - [NCDPI Combined Search](#)
 - [All Counties Not on Combined Search](#)
 - [Guilford County](#)
 - [Charlotte-Mecklenburg County](#)
 - [Wake County](#)
- NC Arts - <https://www.ncarts.org/>
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APPENDIX A
Advising Worksheet

| | | |
|--|-------------------|-----------------------|
| Student Name: | Type/Year: | ID #: |
| Advisor: | Major: | Advising Code: |
| To find out when you register on UNCGenie: Enter Secure Area > Student tab > Registration > Check Your Registration Status | | |

Appointment Notes

Class Recommendations:

| CRN | Dept | # | Hrs | Course Title | Days/Times | Reason |
|-----|------|---|-----|--------------|------------|--------|
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I understand that it is my responsibility to meet graduation requirements. I give my advisor permission to email this advising record, which may contain legally privileged and/or confidential information, to my UNCG email address.

Student: _____ **Advisor:** _____ **Date:** _____

APPENDIX B

Mid-Program Review Overview

The Mid-Program Review Experience is for 2nd-year dance majors. In addition to the results of the Spring 2022 Mid-Semester Technique Review, BFA and BA students will also assemble the following Mid-Program Review materials for submission to a shared Google Drive to be assessed by faculty.

Note: Change made to point 2. Addition of 1 minute video speaking about their process and 2 min for sample.

1. BA/BFA: DCE 207 Dance History: Modernism and Postmodernism one paper or essay representative of dance academic scholarship.
2. BA/BFA: a 2-minute choreography work sample from DCE 253 Choreography I, along with a 1-minute video answering the following questions:
 - a. What has changed about your choreographic process since joining UNCG?
 - b. Briefly describe your process for choreographic work.
3. BFA only: a 2-minute repertory work sample from a faculty, guest, or student choreographer.
4. BA/BFA Dance Education students: A Teaching statement or other work sample as indicated by Dance Education faculty.

Mentoring discussions will follow in person that will be used to advise students toward academic and professional career paths. Faculty will meet with students one-on-one following assessment of student materials. Students can respond and have a discussion.

Rubric Dance Education DCE 359 DCE 459 (2/22/22)

Criteria: (1) Subject Matter Knowledge and Lesson Planning, (2) Student Motivation. (3) Professional Learning growth and Professional Collaborative.

What to submit to show how amazing you are.

If you completed DCE 359 then share – your advocacy or other class project, and if you completed DCE 459 then share a lesson plan of any type.

| CRITERIA | Accomplished Exceeds Target Expectations (5 Points) | Proficient Meets Licensure Expectations (3 Points) | Emerging (1 Point) | Points |
|--|---|---|--|--------|
| a. Subject Matter Knowledge Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards based units of instruction consisting of well-structured lessons with measurable outcomes. | Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess | Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex | |

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|--|--|---|---|--|
| <p>b. Lesson plans Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards based units of instruction consisting of well-structured lessons with measurable outcomes.</p> <p><i>359 Mini-lesson plan presentation</i> 459 <i>*Field Plans and Field Journal</i></p> | <p>evidence-based claims and arguments. Models this practice for others.</p> <p>– Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.</p> | <p>and vocabulary, such that they are able to make and assess evidence-based claims and arguments.</p> <p>– Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.</p> | <p>knowledge and subject specific skills and vocabulary.</p> <p>– Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.</p> | |
| <p>Student Motivation Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</p> <p><i>359 in-class project presentation and rubric/grade sheet</i> 459 <i>*Dispositions document</i></p> | <p>Accomplished Exceeds Target Expectations (5 Points)</p> <p>Consistently supports all students to identify strengths, interests, and needs; set and pursue learning goals; ask for support when appropriate; take academic risks; problem-solve; challenge themselves; and monitor their own progress. Models this practice for others.</p> | <p>Proficient Meets Licensure Expectations (3 Points)</p> <p>Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.</p> | <p>Emerging (1 Point)</p> <p>Creates some learning experiences that guide students to identify needs, ask for support, problem solve, and challenge themselves to take academic risks.</p> | |
| <p>a. Professional Learning and Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different</p> | <p>Accomplished Exceeds Target Expectations (5 Points)</p> <p>Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors,</p> | <p>Proficient Meets Licensure Expectations (3 Points)</p> <p>Consistently seeks out and applies, when appropriate, ideas for improving practice</p> | <p>Emerging (1 Point)</p> <p>Participates only in required professional development activities and/or</p> | |

| | | | | |
|---|---|--|---|--|
| <p>instructional and leadership roles.</p> <p>b. Professional Collaboration: Collaborates effectively with colleagues on a wide range of tasks.</p> <p>359</p> <p><i>*Advocacy Project</i></p> <p>459</p> <p><i>*attends professional development opportunities and shares team teaching documents</i></p> | <p>colleagues, professional development activities, and other resources in a way that builds expertise of self and other educators, and improves student learning; assumes different instructional and leadership responsibilities.</p> <p>–</p> <p>Effectively leads peer collaboration in areas such as implementing standards-based units and well structured lessons, examining student work, analyzing student performance, and planning appropriate intervention.</p> | <p>from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instructional and leadership responsibilities.</p> <p>–</p> <p>Consistently and effectively collaborates with colleagues on a wide range of tasks such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate interventions.</p> | <p>inconsistently or inappropriately applies new learning to improve practice.</p> <p>–</p> <p>Does not consistently collaborate with colleagues in ways that support productive team effort.</p> | |
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APPENDIX C

Teacher Candidate Evaluation (TCE) Standard 1: Teachers demonstrate leadership

| <p>1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.</p> | | | | |
|---|---|--|---|--|
| Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
| <p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p> | <p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i>.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and</p> | <p>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p> | <p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p> | |

| | | | | | | | | |
|--|--|---|---|--|---|--|--|--|
| | | | | appropriate use of seclusion and restraint. | | | | |
| | | <p>1b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze</p> <p>and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p> | | | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) | | |
| | | Recognizes opportunities for involvement in professional learning activities. | Attends professional learning activities. | Engages in collaborative and collegial professional learning activities. Identifies the characteristics or critical elements of a school improvement plan. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan. | Participates in professional learning community (PLC) activities. Works with others in developing and/or implementing school improvement activities. | | | |
| | | <p>1c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in</p> <p>the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.</p> | | | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) | | |
| | | Recognizes the responsibility of teachers for professional improvement and support. | Recognizes the need and identifies opportunities for professional growth. | Participates in professional development and growth activities. Begins to develop professional relationships and networks. | Seeks additional opportunities for professional development and growth. Extends professional relationships and networks. | | | |

| 1d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students. | | | | | | | | |
|---|--|---|--|---|--|--|--|--|
| Emergent Candidate | | Developing Candidate | | Proficient Candidate | | Accomplished Candidate | | Not Demonstrated (Comment Required) |
| Demonstrates awareness of school practices and policies. | | Identifies the policies and practices affecting students' learning. | | Implements and adheres to policies and practices positively affecting students' learning. | | Works with others to develop and/or revise policies and practices to improve students' learning. | | |

| 1e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998 (www.ncptsc.org). | | | | | | | | |
|--|--|--|--|--|--|---|--|--|
| Emergent Candidate | | Developing Candidate | | Proficient Candidate | | Accomplished Candidate | | Not Demonstrated (Comment Required) |
| Recognizes the need for ethical professional behavior. | | Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> . | | Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> . | | Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> , and encourages others to do the same. | | |

Standard 2: Teachers establish a respectful environment for a diverse population of students

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|--|--|---|--|--|--|---|--|--|
| <p>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.</p> | | | | | | | | |
| Emergent Candidate | | Developing Candidate | | Proficient Candidate | | Accomplished Candidate | | Not Demonstrated (Comment Required) |
| Articulates the importance of appropriate and caring learning environments for children. | | Recognizes and can explain aspects of a respectful and effective learning environment. | | Maintains a positive and nurturing learning environment. | | Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment. | | |
| <p>2b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.</p> | | | | | | | | |
| Emergent Candidate | | Developing Candidate | | Proficient Candidate | | Accomplished Candidate | | Not Demonstrated (Comment Required) |
| <p>Acknowledges that diverse cultures impact the world.</p> <p>Identifies the range and aspects of diversity of students in the classroom.</p> | | <p>Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</p> <p>Acknowledges the influence of all aspects of diversity on students’ development and attitudes.</p> | | <p>Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p> <p>Incorporates different points of view in instruction.</p> <p>Understands the influence of diversity and plans instruction accordingly.</p> | | <p>Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum.</p> <p>Builds on diversity as an asset in the classroom.</p> | | |
| <p>2c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.</p> | | | | | | | | |

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| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
| | | Articulates the need to treat students as individuals. | Encourages and values individual student contributions, regardless of background or ability. | Maintains a learning environment that conveys high expectations of every student. | Enhances a learning environment that meets the needs of individual students. | |
| | | 2d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met. | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
| | | Recognizes that students have individual learning needs. | Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students. | Cooperates with specialists and uses resources to support the special learning needs of all students. Uses research-verified strategies to provide effective learning activities for students with special needs. | Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are met. | |
| | | 2e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students. | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
| | | Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools. | Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools. | Communicates and collaborates with the home and community for the benefit of students. | Seeks and implements solutions to overcome obstacles to participation of families and communities. | |

Standard 3: Teachers know the content they teach

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| | | <p>3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>. In order to enhance the <i>North Carolina Standard Course of Study</i>, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.</p> | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
| | | <p>Demonstrates awareness of the <i>North Carolina Standard Course of Study</i>.</p> <p>Understands the importance of literacy instruction across all subjects, grades and ages.</p> | <p>Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans.</p> <p>Integrates literacy instruction in individual lessons and in particular subject areas.</p> | <p>Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i>.</p> <p>Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</p> | <p>Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.</p> <p>Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.</p> | |
| | | <p>3b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.</p> | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |

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| | | Successfully completes general education coursework across the required range of disciplines. | | Demonstrates a basic level of content knowledge in the teaching specialty. | | Demonstrates an appropriate level of content knowledge in the teaching specialty. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity. | | Demonstrates extensive knowledge of content in the teaching specialty. Prompts students' curiosity for learning beyond the required coursework. | |
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| | | <p>3c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i>. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.</p> | | | | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) | | | |
| | | Recognizes the importance of interdisciplinary learning. Understands the importance of global awareness for students. | Articulates the links between grade/subject and the <i>North Carolina Standard Course of Study</i> . Displays global awareness. | Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines. Relates global awareness to the subject. | Integrates the links and the vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Effectively and broadly relates content to other disciplines. Integrates global awareness activities throughout lesson plans and classroom instructional practices. | | | | |
| | | <p>3d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.</p> | | | | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) | | | |

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|--|--|--|--|--|--|---|--|---|--|
| | | <p>Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.</p> <p>Identifies 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i>.</p> | | <p>Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.</p> <p>Demonstrates understanding of 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i>.</p> | | <p>Integrates 21st century skills and content in instruction.</p> | | <p>Consistently integrates 21st century skills and content throughout classroom instruction and assessment.</p> | |
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Standard 4: Teachers facilitate learning for their students

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| | | <p>4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</p> <p>Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.</p> | | | | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) | | | |
| | | <p>Understands the developmental levels of students.</p> | <p>Demonstrates awareness of the influence of developmental levels on students' learning.</p> <p>Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.</p> | <p>Identifies developmental levels of individual students and plans instruction accordingly.</p> <p>Assesses and uses resources needed to address strengths and weaknesses of students.</p> | <p>Appropriately differentiates instruction.</p> | | | | |
| | | <p>4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students</p> <p>in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.</p> | | | | | | | |

| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
|--|--|--|--|--|--|--|
| | | Recognizes data sources important to planning instruction. | <p>Uses a variety of data for short- and long-range planning of instruction.</p> <p>Monitors and modifies instructional plans to enhance student learning.</p> | Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs. | Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment. | |
| | | <p>4c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.</p> | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
| | | Understands a range of methods and materials that can be applied in the classroom. | Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students. | Uses a variety of appropriate methods and materials to meet the needs of all students. | Consistently enables the success of all students through the selection and use of appropriate methods and materials. | |

| | | <p>4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</p> | | | | |
|--|--|---|--|--|--|--|
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
| | | Demonstrates knowledge of methods for utilizing technology in instruction. | Assesses effective types of technology to use for instruction. | Integrates technology with instruction to maximize students' learning. | Engages students in higher level thinking through the integration of technology. | |
| | | <p>4e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.</p> | | | | |

| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
|--|--|---|--|--|---|--|
| | | Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills. | Demonstrates knowledge of processes needed to support students in acquiring criticalthinking and problem-solving skills. | Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. | Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts. | |
| 4f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. | | | | | | |
| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
| | | Recognizes the need to encourage the development of cooperation, collaboration, and student leadership. | Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams. | Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. | Encourages students to create and manage learning teams. | |

| | | Emergent Candidate | Developing Candidate | Proficient Candidate | Accomplished Candidate | Not Demonstrated (Comment Required) |
|--|--|--|---|--|--|--|
| 4g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively. | | | | | | |
| | | Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students. | Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas. | Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. | Establishes classroom practices that encourage all students to develop effective communication skills. | |

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| | | 4h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions. | | | | | | | | |
| | | Emergent Candidate | | Developing Candidate | | Proficient Candidate | | Accomplished Candidate | | Not Demonstrated (Comment Required) |
| | | Demonstrates awareness of multiple indicators or measures of student progress. | | Interprets data on student progress accurately and can draw appropriate conclusions. | | Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills and dispositions. | | Uses information gained from assessment activities to improve teaching practice and students' learning. Provides opportunities for students to assess themselves and others. | | |

Standard 5: Teachers reflect on their practice

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| | | 5a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students. | | | | | | | | |
| | | Emergent Candidate | | Developing Candidate | | Proficient Candidate | | Accomplished Candidate | | Not Demonstrated (Comment Required) |
| | | Recognizes multiple sources of information on students' learning and performance. | | Identifies data sources to improve students' learning. | | Uses data to provide ideas about what can be done to improve students' learning. | | Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs. | | |
| | | 5b. Teachers link professional growth to their professional goals. Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth. | | | | | | | | |
| | | Emergent Candidate | | Developing Candidate | | Proficient Candidate | | Accomplished Candidate | | Not Demonstrated (Comment Required) |

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| | | Acknowledges the importance of ongoing professional development. | | Attends required or expected activities for professional growth. | | Participates in recommended activities for professional learning and development. | | Seeks out and engages in opportunities to expand professional knowledge and build professional skills. | |
| | | 5c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students. | | | | | | | |
| | | Emergent Candidate | | Developing Candidate | | Proficient Candidate | | Accomplished Candidate | Not Demonstrated (Comment Required) |
| | | Acknowledges the importance of using research-verified approaches to teaching and learning. | | Demonstrates knowledge of current research-verified approaches to teaching and learning. | | Uses a variety of research-verified approaches to improve teaching and learning. | | Investigates and implements innovative, research-verified approaches to improve teaching and learning. | |

APPENDIX D

Candidate Dispositions Assessment Process (Dispositions)

Student Teacher/Intern:

Supervisor:

Date:

| Candidate Dispositions Assessment Process (Use for Early Field Experience Assessments and as Worksheet to Complete Final Dispositions Form for Student Teaching) | Not Met | Proficient | Exceeds Expectations |
|---|---------|------------|----------------------|
| <p>The Candidate Dispositions Assessment Process, listed below, reflect professional attitudes, values and behaviors that are characteristic of caring, collaborative and competent teachers. Candidates must have acceptable evaluations by their university and school-based supervisors in order to be recommended for licensure.</p> | | | |
| Proficient | | | |
| <p>1. Ethical behavior The candidate</p> <ul style="list-style-type: none"> · protects the rights of all students and their families to confidentiality, freedom from harassment and physical and verbal abuse; · behaves in an impartial and prudent manner, avoiding conflicts of interest; and · is honest and trustworthy in the performance of professional duties. | | | |
| <p>2. Responsible The candidate</p> <ul style="list-style-type: none"> · puts in sufficient time and effort to complete required tasks to high standards, · troubleshoots problems and find solutions, · is prompt and reliable, and · is well prepared and well organized. | | | |

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| <p>3. Personal and Professional Conduct</p> <p>The candidate</p> <ul style="list-style-type: none"> · communicates in a respectful and open manner with students, colleagues, families and other stakeholders; · serves as a role model for students, parents and the community; and · demonstrates a high standard of personal character and conduct. · continuously seeks to establish and maintain fair, impartial and appropriate professional relationships with all students, their families, school personnel and other stakeholders. | | | |
| <p>4. Inclusive and affirming of diversity</p> <p>The candidate</p> <ul style="list-style-type: none"> · demonstrates appreciation and affirmation of multiple perspectives and that one's perspective is mediated by one's identities, characteristics and experiences; · is sensitive to power differentials; · values and uses as a resource the diversity within the school; · is responsive to diversity, welcomes students and families; and · treats people equitably and with respect | | | |
| <p>5. Collaborative</p> <p>The candidate</p> <ul style="list-style-type: none"> · actively participates in collegial activities, · has positive relationships with colleagues, · shares successful practices. · contributes to group endeavors, · values the contributions of colleagues, and · involves learners, families, and the community in appropriate aspects of the instructional programs. | | | |
| <p>6. Reflective practitioner and learner</p> <p>The candidate</p> <ul style="list-style-type: none"> · demonstrates curiosity about learning and professional development; · asks questions and questions assumptions; · reflects on personal attitudes, professional beliefs, professional practice, and student outcomes; · engages in behaviors that demonstrate the motivation to improve; and · participates in a variety of avenues for professional growth. | | | |

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| <p>7. Receptive to feedback</p> <p>The candidate</p> <ul style="list-style-type: none"> · is receptive and responsive to constructive feedback; · listens to constructive criticism from supervisors, colleagues and other stakeholders; · engages in critical thinking about the feedback; · makes necessary adjustments after critically assessing the information; and · seeks out the perspectives of others on issues relating to professional practice. | | | |
| <p>8. Self-efficacious</p> <p>The candidate</p> <ul style="list-style-type: none"> · demonstrates confidence in his/her ability to make decisions, organizes and executes actions needed to complete professional tasks; · is self-reliant but seeks support and resources when appropriate; and · believes that the collaborative actions of the candidate and his/her colleagues positively impact all learners. | | | |
| <p>9. Engaged and committed to teaching as a profession</p> <p>The candidate</p> <ul style="list-style-type: none"> · articulates and demonstrates a high interest in, a respect for and commitment to teaching; · seeks ways to improve the profession; and · is an advocate on behalf of learners and their families. | | | |

University Supervisor's Comments:

Faculty Signature

Date

Faculty Signature

Date

Student Signature

Date

(Note to Students: Signing this form indicates that you have seen and received a copy of this form, not that you agree with the ratings contained herein.)

APPENDIX E

PERSONAL IMPROVEMENT PLAN (PIP) TEMPLATE

Name of Candidate _____

Name of Evaluator _____

Date of Plan _____

Attach the most recent Task Stream dispositions assessment (as applicable) and other relevant documentation.

| Area(s) of Concern Name item(s) of concern from the Dispositions and/or TGAP | Description of Area(s) of Concern | Plans for Remediation | Person(s) Responsible | Timetable Include dates/timeline for Reassessments |
|---|--|------------------------------|------------------------------|---|
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NOTE: If a candidate's dispositions do not improve after the Professional Improvement Plan (PIP) has been developed and appropriate time and opportunities for improvement have been provided, the candidate may be dismissed from the program. Further, the PIP will be revisited and reevaluated throughout all of the candidate's internship and student teaching semesters.

APPENDIX F Instructions for Applying for Licensure

1. Request an electronic copy of your official transcript at <https://reg.uncg.edu/transcripts/> (Cost is \$8.00 plus a \$2.25 processing fee)

- Make sure you select “After Degree Is Awarded” (for degree and certificate programs) or “After Grades Are Posted” (for non-degree and non-certificate licensure only programs)
- If you are a licensure-only or graduate student and receiving your first North Carolina license, you will also need to order a copy of your official undergraduate transcript from the college/university in which you completed your undergraduate degree.
- Wait to go on to step 2 until you have received your transcript. (2-6 weeks after graduation)

2. Go to the NCDPI Online Licensure System portal at [NCDPI Online Licensure System](#) to start the application process.

- Create an account using your personal email, NOT your UNCG email as you will use this account throughout your teaching career. Once registered, you will receive an email with a temporary password. Log in with the temporary password and then create a permanent password.
- On the first screen of the application, select NO that you have NEVER been issued any type of North Carolina Educator’s license.
- Select In-State Initial Standard Educator option and read the Introduction page carefully as it lists all of the items you need to upload for the application.
- Fill in the rest of the application. You are required to enter all necessary information on each screen.
 - If you are attaching Experience Verification, complete the section “Experience”.
 - If you have been hired by a school district, fill out the “Affiliation” section indicating the county where you have been offered the position.
 - If you have ever been convicted or even charged of a crime, you will need to indicate “yes” on the Statement of Applicant. Even if the charge was later dismissed or expunged, you should disclose this information. If you indicate “no” and a charge comes up on your record, you will have lied on a state application.
 - Upload all Application Attachments
 - Transcripts (both graduate and undergraduate)
 - Test Scores – Praxis II and/or Pearson
 - Experience Verification – if trying to add years of experience
 - Court Documents – if disclosing information regarding criminal background

3. After you have completed the application, you will get to a summary page.

- Review to verify the information you are providing is correct and print for your records.
- Your application will not be processed until you pay the \$70 non-refundable processing fee.

Remember:

- After 15 minutes of inactivity, you will be prompted to save your work. If you don’t save, you will lose it.
- Applications that are created but not completed will expire after 30 days so don’t submit an application until you have all of the necessary documents to upload.
- EVERYONE must upload official transcripts
- If you wait over a year from graduation to apply for your license, your qualifications/ eligibility for licensure is up for review by UNCG and it is possible that you may be required to take additional classes or meet additional requirements. Even if you aren’t planning on teaching the first year, still apply for your license.