

ARTS TEACHER DEVELOPMENT AND EVALUATION: WHAT TO LOOK FOR IN DANCE

Aligned to [Minnesota Performance Standards for Teacher Practice](#)

This is one in a set of five “What to Look For...” resources to support arts teacher development and evaluation. These five resources are similar, but each is specific to one arts area—Dance, Media Arts, Music, Theater, or Visual Arts.

The purpose of this resource is to help dance educators communicate about teaching and learning in their classrooms with peers, instructional coaches, administrators, and others who may not have a background in dance or the arts. Examples given are intended to help everyone connect understanding between dance-specific practices and the vocabulary of general education.

Conversations between dance educators and others often take place within the Teacher Development and Evaluation (TDE) process. This resource will fit right in because it is based on the work of Charlotte Danielson and aligned to the [Minnesota Teacher Development and Evaluation State Model](#):

Domain 1: Planning and preparation

Domain 3: Classroom instruction

Domain 2: Classroom environment

Domain 4: Professionalism

Your district may use a different TDE model, even so, this resource can still help you discuss teaching and learning in your dance classroom. What might an observer “look for” in a dance classroom as evidence of quality instruction that is rigorous, relevant, and focused on the artistic processes?

Consider using this resource in various ways:

- At your desk, planning for a lesson or observation
- In a pre-observation conference to discuss examples of evidence with your observer
- For an observer to reference during an observation, most likely focusing on Domains 2 and/or 3
- In a post-observation conference to discuss examples of evidence in the lesson
- In reflection, as a framework for building a professional portfolio

This resource has many examples, which are just that—examples. These examples should not be taken as requirements or an all-inclusive list, nor should the goal be to check as many boxes as possible. There are various ways to be able to describe dance-specific teaching and learning to others who may not have background in dance but are interested in a deeper understanding.

Thank you to the many people who have contributed to this work!

- The team of Minnesota dance educators who developed this practical resource:
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PERFORMANCE STANDARDS FROM MINNESOTA DEPARTMENT OF EDUCATION

TEACHER PRACTICE RUBRIC

DOMAIN 1: PLANNING AND PREPARATION. The teacher develops an effective instructional sequence.

<i>What will you teach?</i>	
Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.	
i. PLANS UNITS AND LESSONS EFFECTIVELY	<i>Planning is thorough, consistent; builds on prior knowledge and experience</i>
ii. SELECTS LEARNING TARGETS AND ACTIVITIES	<i>Learning targets are stated in terms of student learning; aligned with learning activities; connect to Minnesota Standards; show different types of learning; Learning activities have variety of opportunities</i>
iii. APPLIES CONTENT KNOWLEDGE AND UNDERSTANDING OF HOW STUDENTS LEARN	<i>Teacher shows expertise in content and how students learn; anticipates student misconceptions; plans ways for students to assume responsibility</i>
iv. USES STUDENT DATA TO INFORM PLANNING	<i>Learning targets and lesson design informed by data</i>
<i>How will you teach the lesson?</i>	
Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.	
i. DESIGNS COHERENT INSTRUCTION	<i>Strategies/activities are well organized, support learning targets; student construction of knowledge; instructional grouping</i>
ii. CREATES INTERDISCIPLINARY AND EXTENDED LEARNING EXPERIENCES	<i>Connects to other subjects, integrates technology, reading, writing, and/or math; extends learning to other subjects and community life</i>
iii. USES AVAILABLE RESOURCES AND TECHNOLOGY	<i>Variety and depth of resources; technology used to increase engagement and learning</i>
iv. DESIGNS CULTURALLY RELEVANT INSTRUCTIONAL STRATEGIES	<i>Activities and strategies are informed by students' skills, interests, cultural backgrounds, language proficiency, exceptionalities</i>
<i>How will you know if students learned what you taught?</i>	
Indicator 1C: PLANS FOR ASSESSMENT AND DIFFERENTIATION.	
i. PLANS FOR FORMATIVE AND SUMMATIVE ASSESSMENTS	<i>Formative and/or summative assessment on learning targets; Formative helps determine next steps in instruction; Self- and peer-assessment against exemplars/criteria; Student-developed criteria</i>
ii. PLANS FOR DIFFERENTIATION	<i>Differentiation based on student data; Considers learning experience, content, process, product</i>

DOMAIN 2: CLASSROOM ENVIRONMENT. The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

<i>How does your classroom promote a culture of learning?</i>	
Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.	
i. CREATES A SAFE LEARNING ENVIRONMENT	<i>Physical environment and classroom culture support positive social and personal skills; Develop positive teacher-student relationships</i>
ii. ESTABLISHES A CULTURE OF LEARNING	<i>Engagement in complex cognitive tasks shows enthusiasm and effort; Students construct own knowledge; High expectations for all</i>
iii. CREATES A CULTURE OF PERSISTENCE	<i>Students and teacher take responsibility for achieving learning targets; Support so students persevere</i>
<i>How do you manage your classroom?</i>	
Indicator 2B: ESTABLISHES AND MAINTAINS CLEAR EXPECTATIONS FOR CLASSROOM AND BEHAVIOR MANAGEMENT.	
i. ESTABLISHES AND MAINTAINS CLASSROOM ROUTINES AND PROCEDURES	<i>Teacher and students set clear expectations for procedures, transitions, time on task</i>
ii. MONITORS AND PROVIDES FEEDBACK ON STUDENT BEHAVIOR	<i>Behavior feedback is constructive and timely; Positive behavior is acknowledged; Approaches to behavior are preventative, respectful to individual needs; Student responsibility for monitoring their own and peers' behavior</i>

DOMAIN 3: CLASSROOM INSTRUCTION. The teacher engages students in learning and utilizes instructional strategies that help students understand content.

<i>How do you communicate content to students?</i>	
Indicator 3A: COMMUNICATES LEARNING TARGETS AND CONTENT CLEARLY AND EFFECTIVELY.	
i. USES CONTENT KNOWLEDGE TO PROMOTE LEARNING	<i>Emphasizes use and acquisition of concepts and skills, connections to other content and interdisciplinary learning; Content knowledge is culturally and contextually relevant and contributes to understanding and engagement; Appropriate use of arts-specific vocabulary</i>
ii. COMMUNICATES LEARNING TARGETS AND CONTENT	<i>Explanations are creative and connected to prior knowledge; Students explain content to peers; Directions are clear; Students may develop procedures when appropriate</i>
<i>What strategies do you use to engage students and promote their ownership of learning?</i>	
Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.	
i. USES INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS IN LEARNING	<i>Instructional strategies engage students in rigorous and relevant learning, higher level thinking, inquiry; Provide options and choice; Differentiation in instruction and activities; Multiple opportunities to practice, apply, show learning</i>
ii. USES QUESTIONING AND DISCUSSION TECHNIQUES	<i>Range of questions; Discussions elicit evidence of cognitive engagement; Addresses mistakes; All students accountable to answer questions; Fosters discussions where students initiate, participate, lead</i>
iii. USES APPROPRIATE PACING AND STRUCTURE	<i>Lesson structure and pacing support lesson goals; Opportunities for engagement and reflection; All have opportunities to experience success throughout lesson</i>
<i>How do you utilize student data to advance each student's learning?</i>	
Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.	
i. USES FORMATIVE ASSESSMENTS TO INFORM INSTRUCTION	<i>Uses formative assessment to monitor learning and adjust instruction</i>
ii. PROVIDES FEEDBACK TO ADVANCE LEARNING	<i>Teacher feedback is timely and promotes higher level thinking; Peer feedback promotes learning</i>
iii. PROMOTES STUDENT SELF-ASSESSMENT	<i>Students monitor own work against established norms; Opportunities for ongoing revisions</i>

DOMAIN 4: PROFESSIONALISM. The teacher participates in on-going professional development activities and collaboration with colleagues and families to advance learning for teachers and students.

<i>How do you reflect on your teaching?</i>	
Indicator 4A: REFLECTS ON TEACHING PRACTICE.	
i. USES SELF-REFLECTION TO IMPROVE INSTRUCTION	<i>Assesses own effectiveness using student data; Identifies areas of strength, areas for growth</i>
ii. USES FEEDBACK TO IMPROVE INSTRUCTION	<i>Seeks feedback from colleagues, administration, families, students, professional literature</i>
iii. PLANS FOR PROFESSIONAL GROWTH	<i>Uses reflection and feedback to plan and implement action plan in professional growth</i>
<i>How do you continue to improve your practice?</i>	
Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.	
i. PARTICIPATES IN PROFESSIONAL DEVELOPMENT	<i>Engages in relevant professional learning that results in increased achievement</i>
ii. COLLABORATES WITH COLLEAGUES REGARDING STUDENT LEARNING	<i>Collaborates to increase learning:: analyze data, set goals, design common assessments, analyze work</i>
iii. CONTRIBUTES TO SCHOOL AND DISTRICT CULTURE OF LEARNING	<i>Contributes to school, district, community culture of learning</i>
<i>How do you conduct yourself as a professional?</i>	
Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.	
i. ADHERES TO STANDARDS OF ETHICAL CONDUCT	<i>Models high standards of professional ethical conduct</i>
ii. MAINTAINS ACCURATE RECORDS	<i>Record system is accurate, complete, timely, and consistent</i>
iii. COMPLETES TASKS IN AN ORGANIZED AND EFFICIENT MANNER	<i>Required and/or routine tasks completed in efficient, organized way</i>
iv. COMMUNICATES WITH FAMILIES	<i>Initiates positive, appropriate, 2-way interaction with families</i>
v. UNDERSTANDS THE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS, THEIR FAMILIES AND THE COMMUNITY	<i>Seeks/leads experiences to understand students' home language and culture, adapts instruction based on this</i>

DOMAIN 1: PLANNING AND PREPARATION. The teacher develops an effective instructional sequence.

What will you teach?

Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

i. PLANS UNITS AND LESSONS EFFECTIVELY: Planning is thorough, consistent; Builds on prior knowledge and experience

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Lesson plan archive is detailed and up-to-date
- Lesson plan template is used (such as local one, [Understanding by Design, or essential questions](#))
- Lesson plan articulates alignment to prior learning and sets up for the next lesson/unit
- Planning addresses differentiation of levels of student abilities or accommodations
- Planning articulates school, district, [state](#), [national dance standards](#) and/or district goals
- Planning displays and/or discusses student learning outcomes using [dance vocabulary](#)

Comments:

What will you teach?

Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

II. SELECTS LEARNING TARGETS AND ACTIVITIES: Learning targets are stated in terms of student learning, aligned with learning activities, connect to MN standards, and show different types of learning; Learning activities have a variety of opportunities

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Learning targets are based on school, district, [state](#), or [national dance standards](#), and focused in artistic process: create, perform, respond, connect
- Lesson plan has learning targets that are written with age appropriate [dance vocabulary](#)
- Planning includes selecting appropriate tasks and/or repertoire aligned to the learning target
- Learning activities include a variety of opportunities for students
- Planning shows study of variety in dance genres
- Planning identifies exemplars to illustrate mastery of dance
- Planning scaffolds lessons to allow for differentiation and a progression of challenge within the artistic process

Comments:

What will you teach?

Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

iii. APPLIES CONTENT KNOWLEDGE AND UNDERSTANDING OF HOW STUDENTS LEARN: Teacher shows expertise in content and how students learn; Anticipates student misconceptions; Plans ways for students to assume responsibility

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Planning shows [depth of knowledge required of the standards and artistic process](#): create, perform, respond, connect
- Planning captures the scope of the dance discipline by including multiple perspectives, dimensions, and ideas from the field
- Planning articulates dance content and concepts using [dance vocabulary](#)
- Planning translates standard educational theory into dance-specific pedagogy and curriculum development
- Planning includes strategies and activities that are student-centered, supporting inquiry and construction of new artistic knowledge
- Planning reflects strategies or activities that are culturally relevant and meaningful for students
- Planning considers multiple approaches to teaching objectives/learning targets
- Planning includes pedagogical tools appropriate to dance such as:
 - Warm-up for technique classes (“*You will see students lying on the floor with their eyes closed*”)
 - Center work
 - Across the floor phrases
 - Repetition of class activities (doing the same movement phrases several times in a lesson activity)
 - Teacher-student or student-to-student conversations
 - Peer- and teacher-modeling of artistic skills
 - Embodied and hands-on feedback
 - Student groups rehearsing choreography
- Planning adjusts curriculum and lesson activities to meet the developmental needs of students such as:
 - Small groups in Kindergarten may occur by splitting the class in half
 - Small groups in high school may involve 3-4 students per group
- Planning anticipates potential areas of struggle for students
- Planning considers ways for students to assume responsibility for their own learning

Comments:

What will you teach?

Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

iv. USES STUDENT DATA TO INFORM PLANNING: Learning targets and lesson design informed by data

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Planning uses school data such as student demographics, standardized assessments, and/or special education data to inform pedagogical choices and curriculum development
- Planning is informed by formative student data collected in previous lessons such as pre-assessments, [exit slips](#), journaling, [reflection](#), or interest surveys
- Planning includes intention to use formative assessment specific to dance such as:
 - “I noticed that most students are turning the wrong direction...”
 - “Tell me one thing you learned in class today”
 - Asking a student to demonstrate a specific concept or phrase
 - Asking the class to perform understanding such as the rough draft of a dance or study, movement concept or phrase)
- Planning is informed by student work documented throughout the school year in a dance portfolio

Comments:

How will you teach the lesson?

Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

i. DESIGNS COHERENT INSTRUCTION: Strategies/activities are well organized and support learning targets; Student construction of knowledge; Instructional grouping

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Planning includes objectives/learning targets written with age appropriate and [dance-specific vocabulary](#)
- Planning includes selecting appropriate tasks and repertoire aligned to the learning target
- Planning scaffolds lessons to allow for differentiation and a progression of challenge within the artistic process: create, perform, respond, connect
- Planning includes determination of appropriate groupings to accomplish the learning target
- Planning includes strategies and activities that are student-centered, supporting inquiry and construction of new artistic knowledge
- Planning shows variety in dance genres studied
- Planning identifies exemplars to illustrate mastery of dance skills
- Planning includes assignments and activities that will allow students to make choices

Comments:

How will you teach the lesson?

Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

- ii. CREATES INTERDISCIPLINARY AND EXTENDED LEARNING EXPERIENCES:** Connects to other subjects, integrates technology, reading, writing, and/or math; Extends learning to other subjects and community life

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Planning includes vocabulary and/or concepts from non-dance disciplines
- Planning includes choreographic assignments based on non-dance source material
- Planning includes dance-specific writing activities such as prompts for reflections and artist statements
- Planning incorporates dance-related connections to science and health such as anatomy and physiology
- Planning incorporates the historical or cultural context of dances
- Planning incorporates use of technology such as multi-disciplinary projects or creating a dance film
- Planning recognizes the connection between art forms
- Planning reflects dance experiences that are culturally relevant and meaningful for students
- Planning recognizes that dance can be used to share personal feelings and/or emotions
- Planning recognizes the role of dance in society, history, and culture
- Planning recognizes partnerships that bring in guest artists and/or facilitate dance experiences in community venues
- Planning provides opportunities to showcase student dance in community performances

Comments:

How will you teach the lesson?

Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

- iii. USES AVAILABLE RESOURCES AND TECHNOLOGY:** Variety and depth of resources; Technology to increase engagement and learning

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Planning includes dance resources that respectfully portray various social, cultural, and historical contexts and are aligned to the learning target
- Planning recognizes community partnerships that support student learning such as dance company residencies, professional performance venues, or professional dance organizations
- Planning calls for available technology such as internet, video camera, iPad, SMART board, iTunes, lighting/sound elements, FitBit, apps, internet-based grading system, class website, so students may collaborate, document, monitor and share their work

Comments:

How will you teach the lesson?

Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

iv. DESIGNS CULTURALLY RELEVANT INSTRUCTIONAL STRATEGIES: Activities and strategies informed by students' skills, interests, cultural backgrounds, language proficiency, exceptionalities

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Planning includes activities to develop student-to-student and teacher-to-student relationships fundamental to engaging in dance
- Planning of instructional strategies focuses on student assets, and is informed by student needs and differences
- Planning is informed by student interests in popular culture and relevant community issues
- Planning incorporates dance from multiple communities, genres, styles, perspectives, and geographic locations
- Planning utilizes students or community members to assist with the understanding of cultural practices related to artistic process: create, perform, respond, connect
- Planning includes activities to engage students in respectful portrayal of cultures or characters
- Planning shows intent to avoid "essentializing" or "otherizing" communities in the classroom
- Planning includes activities for students to discuss or critically analyze systems of power in dance, the classroom, the school, district and/or society
- Planning shows encouragement of all students to dance to the best of their ability

Comments:

How will you know if students learned what you taught?

Indicator 1C: PLANS FOR ASSESSMENT AND DIFFERENTIATION.

- i. PLANS FORMATIVE AND SUMMATIVE ASSESSMENTS:** Formative and/or summative assessment on learning targets; Formative helps determine next steps in instruction; Self- and peer-assessment against exemplars/criteria; Student-developed criteria

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Planning shows formative and/or summative assessment strategies that are aligned to learning targets
- Planning incorporates a variety of assessments that are both embodied and verbal/written
- Planning shows intention of teacher feedback to the full class, small groups, and/or individuals
- Planning shows intention of peer-to-peer feedback
- Planning includes opportunities for students to develop criteria for evaluating their work in dance
- Planning includes use of protocols to frame group discussions and feedback such as [Critical Response](#), [Descriptive Review](#), or [Tuning Protocol](#)
- Planning incorporates rubrics that are aligned with learning targets, and used as tools for self-assessment, peer-assessment, and/or formative and summative assessment
- Planning includes use of multimedia resources to collect student work
- Planning incorporates student [reflection](#) and self-assessment of their own creative process through verbal and/or journaling activities
- Planning shows opportunities to assist students in setting individual goals related to artistic process: create, perform, respond, connect

Comments:

How will you know if students learned what you taught?

Indicator 1C: PLANS FOR ASSESSMENT AND DIFFERENTIATION.

ii. PLANS FOR DIFFERENTIATION: Differentiation based on student data; Considers learning experience, content, process, product

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- Planning shows awareness of student IEPs and 504 plans and necessary accommodations
- Planning for differentiation is based on formative assessment data and knowledge of students
- Planning adjusts curriculum or makes modifications to meet a variety of proficiency levels in class such as:
 - Adjusting tempo
 - Changing facings
 - Using homogenous groupings
- Planning shows intention of providing one-to-one instruction, as needed, including what other students would be doing during this time such as:
 - Rehearsing or refining class material
 - Revising work based on feedback from the class or peers
 - Setting personal goals related to artistic process: create, perform, respond, connect
- Planning includes resources to support various learning styles and needs such as:
 - Visual aids
 - A hard copy of notes and/or vocabulary
 - Utilizing a class website

Comments:

DOMAIN 2: CLASSROOM ENVIRONMENT. The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

How does your classroom promote a culture of learning?

Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.

i. CREATE A SAFE LEARNING ENVIRONMENT: Physical environment and classroom culture support positive social and personal skills; Develop positive teacher-student relationships

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Maintains a physical space conducive to dance education—one that is clean and free of obstructions to prevent injuries or illness
- Nurtures positive relationships with all students in a variety of ways such as:
 - Greeting students at the door
 - Knowing student names and pronouncing them correctly
 - Acknowledging personal interests or information to develop rapport
- Establishes a safe classroom community in a variety of ways such as:
 - Classroom expectations are clear
 - A seating chart is used
 - Protocols provide a safe way to share teacher and peer feedback
 - Community is safe for exploring, creating, and performing dance
 - Health and physical safety of dance students is protected through practices such as physical warm-up, group water breaks, and use of small groups

Student evidence that may be observed today:

- Students greet teacher at the door
- Students willingly form small groups with any/all students
- Students respectfully participate in peer critiques and/or give feedback to the teacher
- Students follow classroom rules and expectations such as apologizing if they bump into someone

Comments:

How does your classroom promote a culture of learning?

Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.

ii. ESTABLISHES A CULTURE OF LEARNING: Engagement in complex cognitive tasks shows enthusiasm and effort; Students construct own knowledge; High expectations for all

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Models life-long learning
- Displays dance-focused information and materials around the room such as:
 - Word wall
 - Learning objectives
 - Deadlines
 - Posters, images
 - Calendar of community performances
- Articulates high expectations for all students
- Clearly communicates learning targets that are rigorous, reflective of dance standards, appropriate for the age of the students, and attainable through careful scaffolding
- Allows for differentiation and a progression of challenge within the artistic process: create, perform, respond, connect
- Goes beyond remembering and understanding in learning activities to require [higher level thinking](#) such as analyzing, evaluating, and synthesizing
- Draws attention to attributes of [growth mindset](#) such as student focus, effective strategies, effort, improvement, and persistence in classroom work

Student evidence that may be observed today:

- Students enter and show readiness for class such as warming-up independently and sitting in the appropriate spot
- Students reference prior knowledge
- Students initiate learning opportunities such as projects
- Students physically and verbally articulate what they are learning
- Students demonstrate initiative when working independently or in small groups
- Students work collaboratively to make dances
- Students mentor peers through routines, class, compositions, performances
- Students routinely [reflect](#) on their work in journaling, reflective statements, and/or against a rubric to plan next step
- Students routinely share their work with peers for constructive feedback
- Students show academic, behavioral, cognitive, and affective engagement in learning
- Students adhere to deadlines

Comments:

How does your classroom promote a culture of learning?

Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.

iii. CREATES A CULTURE OF PERSISTENCE: Students and teacher take responsibility for achieving learning targets; Support so students persevere

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Draws attention to attributes of [growth mindset](#) such as student focus, exploration, effort, improvement, and persistence in classroom work
- Introduces strategies to persist such as peer-to-peer feedback, repetition, call and response
- Models revision, practice, and persistence in teacher's own work
- Gives feedback that is timely, specific, descriptive, and in multiple formats so students know what they do well, what needs improvement, and how to improve
- Provides multiple opportunities for students to demonstrate understanding
- Gives encouragement to students in developing discipline and focus through dance, and to applying these habits into all aspects of dance including rehearsal, performance, and/or dance class
- Shares video examples and writings of professional dancers, dance companies, and dance styles (such as Dance Theatre of Harlem and the tango or capoeira) who have persevered

Student evidence that may be observed today:

- Students articulate and/or demonstrate what they feel are the best elements of their dance and what elements need refinement
- Students use informal moments or transitions between activities to rehearse or refine class material without the guidance of the teacher
- Students revise work based on feedback from the class, the teacher, or a peer
- Students create a practice log
- Students set personal goals related to artistic process (create, perform, respond, connect) and show focus, effort, and persistence in meeting the goals
- Students develop rehearsal protocol and hold peers accountable to expectations

Comments:

How do you manage your classroom?

Indicator 2B: ESTABLISHES AND MAINTAINS CLEAR EXPECTATIONS FOR CLASSROOM AND BEHAVIOR MANAGEMENT.

i. ESTABLISHES AND MAINTAINS CLASSROOM ROUTINES AND PROCEDURES: Teacher and students set clear expectations for procedures, transitions, time on task

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Establishes clear classroom procedures with students
- Provides opportunities for students to contribute to the development of expectations for classroom behavior
- Establishes dance classroom routines such as students changing into dance clothes, students sitting crisscross, or students beginning the class on the floor
- Encourages dance etiquette including standing quietly when the teacher talks, starting barre work on the right side of the body, and focusing on demonstrations
- Clearly articulates classroom procedures for recurring needs such as:
 - Making efficient and purposeful transitions
 - Re-teaching material from class to class
 - Giving feedback to students
 - Posting learning targets or objectives
 - Reflecting
- Has materials, recordings, and other resources needed for the lesson readily available in the dance studio

Student evidence that may be observed today:

- Students follow agreed upon classroom routines and articulate reasons for specific procedures
- Students bring their specialized dance equipment to rehearsals or studio
- Students know where to put their shoes or personal belongings
- Students conduct themselves in the dance studio with appropriate etiquette
- Students articulate their personal contribution and responsibility in group work or ensemble performances

Comments:

How do you manage your classroom?

Indicator 2B: ESTABLISHES AND MAINTAINS CLEAR EXPECTATIONS FOR CLASSROOM AND BEHAVIOR MANAGEMENT.

ii. MONITORS AND PROVIDES FEEDBACK ON STUDENT BEHAVIOR: Behavior feedback is constructive and timely; Positive behavior is acknowledge; Approaches to behavior are preventative, respectful to individual needs; Student responsibility for monitoring their own and peers' behavior

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Models appropriate behavior criteria for individual and group work time
- Provides verbal and non-verbal feedback in a timely manner to reinforce appropriate behavior and/or redirect undesired behavior
- Regularly engages students to reflect on their own behavior in the rehearsal room or studio
- Establishes communication with families

Student evidence that may be observed today:

- Students recognize their personal contribution and responsibility in group performances
- Students complete self-assessment on behavior
- Students engage in self-reflection and modify behavior appropriately
- Students monitor each other's behavior using the established criteria co-created in class
- Students respond appropriately to feedback from teacher, class, or peers

Comments:

DOMAIN 3: CLASSROOM INSTRUCTION. The teacher engages students in learning and utilizes instructional strategies that help students understand content.

How do you communicate content to students?

Indicator 3A: COMMUNICATES LEARNING TARGETS AND CONTENT CLEARLY AND EFFECTIVELY.

i. USES CONTENT KNOWLEDGE TO PROMOTE LEARNING: Emphasizes use of acquisition of concepts and skills, connections to other content and interdisciplinary learning; Content knowledge is culturally and contextually relevant and contributes to understanding and engagement; Appropriate use of arts-specific vocabulary

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Demonstrates dance concepts and skills in artistic process: create, perform, respond, connect
- Dances with students
- Uses dance experiences that are culturally relevant and meaningful for students
- Makes dance-related connections to science and health such as anatomy and physiology
- Incorporates historical or cultural context of dances
- Incorporates the role of dance in society, history, and culture
- Makes connections between art forms
- Uses [dance-specific vocabulary](#) in discussion and feedback
- Uses embodied forms of communication
- Promotes dance as a means of communication, including sharing personal feelings and/or emotions
- Incorporates [higher level thinking](#) skills such as analysis, evaluation and synthesis
- Uses multiple ways to demonstrate content such as physically, visually, interpersonally
- Redirects or amends the lesson in the moment in response to students' questions or needs

Student evidence that may be observed today:

- Students dance
- Students demonstrate concepts and terminology
- Students use [dance-specific vocabulary](#)
- Students use anatomy or physiology terms and concepts
- Students demonstrate historical or cultural context of dance
- Students create choreographic work based on non-dance sources, film, or technology
- Students articulate broad application of dance outside of school
- Students write [reflections](#) in dance
- Students generate artist statements

Comments:

How do you communicate content to students?

Indicator 3A: COMMUNICATES LEARNING TARGETS AND CONTENT CLEARLY AND EFFECTIVELY.

ii. COMMUNICATES LEARNING TARGETS AND CONTENT: Explanations are creative and connected to prior knowledge; Students explain content to peers; Directions are clear; Students may develop procedures when appropriate

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Posts, restates, and reviews dance-specific learning targets during class
- Uses age appropriate and [dance-specific vocabulary](#) in learning targets
- Clearly articulates instructions for work as a full class, in small groups, and/or individually
- Demonstrates and models standard dance terminology
- Dances with students

Student evidence that may be observed today:

- Students are able to articulate and/or demonstrate learning targets
- Students are able to follow instructions with minimal confusion
- Students articulate their personal contributions to dance class
- Students participate in feedback protocols
- Students write artist statements that reflect the learning targets

Comments:

What strategies do you use to engage students and promote their ownership of learning?

Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.

i. USES INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS LEARNING: Instructional strategies engage students in rigorous and relevant learning, higher level thinking, inquiry; Provide options and choice; Differentiation in instruction and activities; Multiple opportunities to practice apply, show learning

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Engages students in artistic process: create, perform, respond, connect
- Incorporates [higher level thinking](#) skills such as analysis, evaluation and synthesis
- Uses multiple approaches to teach the objectives/learning targets
- Uses instructional strategies that engage students in rigorous, higher level dance learning such as:
 - Direct instruction
 - Modeling by peers and/or teacher
 - [Thinking routines](#)
 - Predicting
 - [Graphic organizers](#)
 - [Think-pair-share](#) or work with elbow partners
- [Exit slips](#)
- Uses instructional strategies that support differentiated learning in dance such as:
 - Student choice
 - Learning centers
 - Goal setting
 - Individual conferencing
- Uses instructional strategies or activities that are culturally relevant and meaningful for students
- Structures learning so it may be done as a full class, in small groups, and/or independently
- Uses visual and/or auditory aids to support movement concepts
- Includes community building activities as part of lesson activities
- Uses feedback or peer feedback protocols to engage students in learning

Student evidence that may be observed today:

- Students share ideas within group discussions or when creating group dances
- Students participate in community building activities
- Students show academic, behavioral, cognitive, and affective engagement in learning
- Students show their learning in various ways and through multiple opportunities
- Students [reflect](#) on their own thinking
- Students are engaged in rigorous, [higher level thinking](#)

Comments:

What strategies do you use to engage students and promote their ownership of learning?

Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.

ii. USES QUESTIONING AND DISCUSSION TECHNIQUES: Range of questions; Discussions elicit evidence of cognitive engagement; Addresses mistakes; All students accountable to answer questions; Fosters discussions where students initiate, participate, lead

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Creates a safe space for students to ask questions
- Creates protocols to engage students in discussion so they know how and when to contribute, such as [chalk talk](#), [role playing](#), [circle of viewpoints](#), ["I used to think... now I think,"](#) and [headlines](#)
- Uses artistic protocols such as [Critical Response](#) or [Visual Thinking Strategies](#) as a basis for small group and/or full class discussions
- Poses discussion questions to individuals or small groups about dancer or choreographer intent
- Uses a variety of questioning strategies such as:
 - Open-ended questions
 - Questions with more than one answer, or unknown answers
 - Encouraging students to add to a previous response
 - Asking follow-up questions to expand on a previous comment
- Uses strategies that engage all students in answering questions focused on the respond artistic process such as [think-pair-share](#), [elbow partners](#), [padlet.com](#), [KWL](#), [reflection](#), choice, peer collaboration, small group work
- Models metacognition/reflective practice for students
- Addresses mistakes in ways that help students maintain self-confidence

Student evidence that may be observed today:

- Students participate in feedback protocols and critique peer progress
- Students listen and respond to peer questions
- Students ask clarifying questions
- Students use evidence or personal experience to justify answers
- Students lead discussions

Comments:

What strategies do you use to engage students and promote their ownership of learning?

Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.

iii. USES APPROPRIATE PACING AND STRUCTURE: Lesson structure and pacing support lesson goals; Opportunities for engagement and reflection; All have opportunities to experience success throughout lesson

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Clearly establishes class deadlines and adjusts as needed
- Models overall lesson pacing and structure after the work of practicing dancers with components such as warm-up, technical development, application, reflection and feedback, timeline for presentation
- Designs curriculum to protect the safety of participants such as warm-up, stretching or cool down at end of class, reviewing basic partnering protocol
- Adjusts the tempo of musical accompaniment for movement material
- Assesses student nonverbal behavior to determine the pace of class
- Reviews or repeats movement material during class
- Assists students in setting individual goals and timelines related to artistic process: create, perform, respond, connect
- Draws attention to attributes of [growth mindset](#) such as student focus, effective strategies, effort, improvement, and persistence in classroom work
- Allows for differentiation and a progression of challenge within the artistic process: create, perform, respond, connect
- Reflects on the habits and pacing of instruction and adjusts as needed

Student evidence that may be observed today:

- Students adhere to deadlines
- Students can explain the overall structure or routine of the class
- Students participate in warm-up or cool down activities
- Students use informal moments or transitions between activities to rehearse or refine class material without the guidance of the teacher
- Students self-advocate such as asking for additional time to practice, rehearse, or complete dance work

Comments:

How do you utilize student data to advance each student's learning?

Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.

i. USES FORMATIVE ASSESSMENTS TO INFORM INSTRUCTION: Uses formative assessment to monitor learning and adjust instruction

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Gathers formative data on student work in artistic process (create, perform, respond, connect) using strategies such as observation, [exit slips](#), or video recording
- Uses data from student work, process journals, class discussions, or [reflections](#) to plan subsequent classes
- Makes adjustments during the class based on individual or class data

Student evidence that may be observed today:

- Students participate in formative assessment activities such as class discussion, feedback protocols, or self-assessments

Comments:

How do you utilize student data to advance each student's learning?

Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.

ii. PROVIDES FEEDBACK TO ADVANCE LEARNING: Teacher feedback is timely and promotes higher level thinking; Peer feedback promotes learning

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Provides whole group feedback in class, both verbal and nonverbal
- Provides meaningful and constructive feedback such as *"Slow down"* or *"Relax your ribcage"* or *"Why did you make that choice?"*
- Provides timely, descriptive feedback to individual students to inform next steps in their work
- Leads collaborative formative reflection and evaluation of individual/group performance towards next steps in preparation for performance
- Plans opportunities for peer feedback within structured parameters
- Facilitates a conversation using [Warm and Cool Feedback Protocol](#)

Student evidence that may be observed today:

- Students make changes in response to verbal or nonverbal feedback
- Students adjust physical practice in the moment based on feedback
- Students adjust creative practice both in the moment and as part of the revision process
- Students participate in feedback protocols

Comments:

How do you utilize student data to advance each student's learning?

Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.

iii. PROMOTES STUDENT SELF-ASSESSMENT: Students monitor own work against established criteria; Opportunities for ongoing revisions

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Promotes a culture of continuous refinement in the creation or performance of dance
- Promotes a culture where individuals routinely critique, form opinions, and interpret meaning in dance
- Promotes individual and collaborative reflection on summative performances/work and carrying them forward to future performances/work
- Supports students in setting individual goals and timelines related to artistic process: create, perform
- Utilizes student self-assessment activities such as video with accompanying self-assessment rubric or artist statement
- Introduces a variety of student self-assessment opportunities to acknowledge student ability or level
- Provides an exemplar for students to reference in formative self-assessment
- Encourages students to develop criteria for assessment
- Provides the summative checklist or rubric for students to use in formative self-assessment at various milestones towards completion of the work
- Allocates time and space for students to revise their dances based on feedback prior to final performance
- Provides [reflective](#) journal prompts
- Collects student data and provides opportunities for students to analyze it and discover their own progress

Student evidence that may be observed today:

- Students participate in self-assessment
- Students contribute criteria for self-assessment activities
- Students self-assess on their ability to embody movement concepts
- Students articulate and/ or demonstrate what they feel are the best elements of their dance and what elements need refinement

Comments:

DOMAIN 4: PROFESSIONALISM. The teacher participates in on-going professional development activities and collaboration with colleagues and families to advance learning for teachers and students.

How do you reflect on your teaching?

Indicator 4A: REFLECTS ON TEACHING PRACTICE.

i. USES SELF-REFLECTION TO IMPROVE INSTRUCTION: Assesses own effectiveness using student data; Identifies areas of strength, areas for growth

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Reflects on video of the lesson and/or student artifacts such as journals, performances, critiques, and data to assess personal effectiveness and modifies instruction as needed
- Examines student homework or testing data to inform future planning
- Is mindful of personal aesthetics and how this influences or impacts pedagogy, curriculum, activities
- Understands their own relationship to student success
- Identifies areas of strength in teaching, identifies areas needing improvement in teaching, and sets personal goals for professional growth
- Analyzes own gaps in ability, knowledge, skills, and interests as they relate to teaching dance

Comments:

How do you reflect on your teaching?

Indicator 4A: REFLECTS ON TEACHING PRACTICE.

ii. USES FEEDBACK TO IMPROVE INSTRUCTION: Seeks feedback from colleagues, administration, families, students, professional literature

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Solicits feedback from students to reflect on teaching effectiveness
- Uses best practices shared by colleagues in dance-specific Professional Learning Communities
- Reflects on feedback of community members related to student performances
- Administers student and family surveys
- Seeks feedback from professional colleagues, school administration, or community organizations

Comments:

How do you reflect on your teaching?

Indicator 4A: REFLECTS ON TEACHING PRACTICE.

iii. PLANS FOR PROFESSIONAL GROWTH: Uses reflection and feedback to plan and implement action plan in professional growth

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Reflects on strengths and weaknesses in students' artistic process (create, perform, respond, connect) and uses information to create an action plan for personal professional growth
- Uses feedback from colleagues, administrators, students, and/or families to create an action plan for professional growth
- Reads and reflects on information in a personalized learning network such as professional journals, blogs, etc. to plan for professional growth

Comments:

How do you continue to improve your practice?

Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.

i. PARTICIPATES IN PROFESSIONAL GROWTH: Engages in relevant professional learning that results in increased achievement

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Engages in dance outside of school
- Seeks out appropriate dance resources for professional development
- Is knowledgeable about the local, state, regional, national, and/or international professional dance community
- Learns from guest artists-in-residence
- Participates in professional dance education organizations
- Engages in dance workshops and other opportunities sponsored by professional dance or dance education organizations
- Attends or participates in performance opportunities in the community
- Gathers information through their personalized learning network such as blogs and professional journals
- Participates in a dance Professional Learning Community (PLC) or Q Comp
- Engages in cross-content experiences and connects learning to teaching practice
- Implements practices gained in ongoing professional development with positive results for increased student learning
- Attends staff meetings
- Participates in building and district professional development

Comments:

How do you continue to improve your practice?

Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.

ii. COLLABORATES WITH COLLEAGUES REGARDING STUDENT LEARNING: Collaborates to increase learning by analyzing data, setting goals, designing common assessments, and analyzing work

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Engages in a Professional Learning Community (PLC) of dance educators to assess, analyze, share best practices, and monitor growth in students' achievement
- Collaborates with teachers in other content areas to develop an interdisciplinary or arts integrated unit
- Recognizes positive gains in student achievement as a result of collaboration with colleagues or community stakeholders
- Participates in PLC or Q Comp programs
- Works as part of an artistic team and with students to produce public performance
- Examines student data with colleagues to determine future programming
- Collaborates with teachers outside the discipline to support student success
- Participates in IEP meetings when appropriate
- Contributes to conversations about individual students in broader planning for the department and/or the school

Comments:

How do you continue to improve your practice?

Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.

iii. CONTRIBUTES TO SCHOOL AND DISTRICT CULTURE OF LEARNING: Contributes to school, district, community culture of learning

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Contributes to the overall school community beyond the dance classroom by participating in school-wide activities
- Seeks to build connections with colleagues across the school
- Takes a leadership role in the school through mentoring, curriculum writing, by producing shows, or serving on committees such as scheduling, staff development, or equity team
- Serves on district-level committees, including ones focused in dance
- Contributes to district or school-wide initiatives such as a district night of dance
- Describes and advocates for the whole child—for the unique characteristics of learning in an arts classroom
- Participates in PLC or Q Comp program
- Attends student performances outside of school activities

Comments:

How do you conduct yourself as a professional?

Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

i. ADHERES TO STANDARDS OF ETHICAL CONDUCT: Models high standards of professional, ethical conduct

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Models and discusses adherence to [copyright laws](#)
- Follows school/district protocols for video recording public performances including media release, broadcast royalty
- Does not allow students to plagiarize choreography from internet sources such as YouTube
- Outlines in course syllabi consequences for violating school policies such as academic honesty or plagiarism
- Supports [Minnesota State High School League eligibility rules](#) for all students
- Works with school personnel to resolve issues for students when a performance overlaps with another activity such as an athletic event
- Refers student concerns to appropriate school staff such as guidance counselor, social worker, or mental health case worker
- Reports issues of misconduct to appropriate school authorities
- Complies with mandatory reporting
- Follows data privacy laws
- Develops and shares grading rubrics with stakeholders to ensure transparency

Comments:

How do you conduct yourself as a professional?

Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

ii. MAINTAINS ACCURATE RECORDS: Record system is accurate, complete, timely, and consistent

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Maintains accurate records of school equipment and resources used in dance classroom
- Monitors department budget and student fundraising/activity accounts, and abides by district protocols for handling funds
- Documents and tracks student work, using technology such as Google Docs when feasible or appropriate
- Takes attendance in a timely manner
- Maintains internet-based grading system in a timely manner
- Documents communication with stakeholders
- Maintains a classroom website with up-to-date information
- Documents and reports student concerns to administration in a timely manner

Comments:

How do you conduct yourself as a professional?

Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

iii. COMPLETES TASKS IN AN ORGANIZED AND EFFICIENT MANNER: Required and/or routine tasks completed in efficient, organized way

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Develops and maintains a check-out system for students to borrow school resources such as CDs, props, and costumes
- Follows the field trip policy and procedures when planning field trips or performances in the community
- Respects general school deadlines, as well as additional deadlines in arts-related planning such as purchasing of resources or equipment, securing performance calendar dates, or paying guest artists
- Submits lesson plans or curriculum map to relevant district administration
- Arrives prepared for class with appropriate materials, clothing, music
- Is prepared for parent-teacher conferences
- Creates a program for public performances
- Creates a volunteer list for public performances
- Creates a checklist for public performances
- Develops a policy for make-up work that is in line with school expectations
- Uses online resources such as Google Docs to maintain records and organize class data

Comments:

How do you conduct yourself as a professional?

Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

iv. COMMUNICATES WITH FAMILIES: Initiates positive, appropriate, two-way interaction with families

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Reaches out to families using multiple methods such as phone, mail, email, parent meetings, and district resources/translators to reach families whose primary language isn't English
- Maintains a classroom website with current information
- Maintains the internet-based grading system in a timely manner
- Provides a course syllabus and requests acknowledgement with guardian/parent signature
- Sends a letter of introduction to families at the beginning of the year
- Disseminates information about student performances multiple times, in various formats, and in a timely manner
- Engages family/parent volunteers for performances and other dance needs
- Interacts with parents at public performances
- Works with a parent booster/advisory group to engage families in the dance program
- Attends parent meetings such as PTO, graduation committee, family nights, community nights
- Documents communication with stakeholders such as personal notes, email messages, voicemail

Comments:

How do you conduct yourself as a professional?

Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

v. UNDERSTANDS THE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS, THEIR FAMILIES AND THE COMMUNITY: Seeks/leads experiences to understand students' home language and culture; adapts instruction based on this

Teacher evidence could include various elements, and today the checked statement(s) apply:

- Seeks to understand students' culture and how it intersects with their work in dance
- Adjusts pedagogy to accommodate the language and culture needs of the classroom
- Participates in professional development in areas such as LGBTQ, trauma-informed, immigrant communities, or academic equity to better understand and support all students
- Provides opportunities for students to experience dance forms from various cultures through artistic process: create, perform, respond, connect
- Includes community-building activities to develop student rapport
- Incorporates visual imagery in the classroom reflecting student identity and demographics
- Accommodates family schedules such as rescheduling conferences or planning matinee performances

Comments: