

## **Students' Dance Teaching Skills**

### **College of the Arts - Dance BA**

#### **Step 1: Student Learning Outcome**

Students will adequately demonstrate the capacity to define, analyze, and solve problems in the teaching of dance materials.

#### **Step 2: Methods and Measures**

Teaching Projects require students to solve problems within the area of classroom teaching, during which, they work collaboratively and analyze one's own work, as well as those of others using various methods and perspectives. Teaching projects are assessed by faculty to gauge students' progress in their ability to solve proposed problems, and to make effective choices in the realization of their plans and ideas in curriculum design and instruction.

Rubric criteria include:

- Exceeds Expectations - Demonstrates mastery of defining, and analyzing, and problem-solving methods. Always use critical thinking and originality in the application of learning and in critiquing application of concepts by others. Investigate sources beyond those assigned.
- Meets Expectations - Demonstrates some mastery of defining, and analyzing, and problem-solving methods. Uses some critical thinking and originality in the application of learning and in critiquing application of concepts by others. Investigate some sources beyond those assigned.
- Needs Improvement - Demonstrates little or no mastery of defining, and analyzing, and problem-solving methods. Does not use critical thinking and originality in the application of learning and in the understanding of concepts. Little or no investigation of sources beyond those assigned.

#### **Step 3: Criteria for Success**

70% of students should receive "Meets Expectations" or above on the capacity to define, analyze, and solve problems pertaining to the art form as discussed in the assignment.

#### **Step 4: Results**

Comprising both Dance and Education majors, students in DANC 471 (Creative Dance for Children) were assessed on their ability to solve problems within the area of classroom teaching projects. Students created and presented a teaching lesson plan in groups for the Fullerton Unified School District, and taught their class plans during two different visits to the school.

During these visits, the students taught at two different grade levels. Students received one-on-one feedback with the faculty after the first lesson plan to help better prepare for the second lesson plan. Overall, 95% of students “Exceeded” (85%) or “Met” (10%) expectations, with only 5% at “Needs Improvement”. It was noted that when teaching lesson plans, students exhibited flexibility when dealing with unforeseen events and put into practice all the tools worked on in class. Most of the students had prior teaching experience and most of the feedback centered upon increasing their confidence. As the lessons progressed, every student made improvements, accounting for the high grade distribution.

### **Step 5: Improvement Actions**

The DANC 471 Creative Dance for Children course serves two different programs, the Dance Majors and students from the education area. The dance program will continue to balance the needs of both groups and pair students from different majors whenever possible to take advantage of their differing strengths. This focus on collaboration in course projects has enabled students to learn from each other and as revealed by the results, has proven to be a successful strategy.