

NDEO's Online Professional Development Institute (OPDI) for Dance Education
Spring 2018 Semester – as of 10-25-17

Courses that start on January 29, 2018

OPDI-103: Foundations for Assessments in Dance (January 29 to April 22, 2018)

Professor: Dr. Rima Faber; Tuition \$500; 3 NDEO-Endorsed CEUs*; 12 weeks; ^3 Graduate Credits available from University of North Carolina / Greensboro (UNCG course # DCE 645) for additional \$450; To qualify for Graduate Credits student must have completed a Bachelor's degree. This course is based on authentic assessment experiences that you can use in your dance classes. Some questions explored are: What is assessment? What functions do assessments serve? How are different types of assessment tools developed and used? How can assessments measure student learning and growth? This course helps teachers understand their students using formative, summative and authentic assessments. Students will use a wide variety of assessment techniques, tools, and instruments to support their learning process, build their own assessments in dance, and construct traditional educational testing instruments. Consider the following: 1) Grants are now requiring assessment procedures that are academically sound, 2) Most dance educators have never been trained to clearly determine student achievement nor learned how to foster improvement through assessments techniques, 3) For teachers who received certification a good while ago, assessment procedures have changed greatly in the past decade, especially for dance educators, and 4) New teacher evaluation systems being considered by many states are based on proof of student learning. Two Books required: 1) Classroom Assessment : What Teachers Need to Know, 7th ed. by James Popham (2014). USA: Available on Amazon. Electronic available from Pearson, 2) How to Create and Use Rubrics by Susan M. Brookhart (2013) Alexandria, VA: Available on www.ASCD.org.

OPDI-106: Choreographic Explorations in Dance Since 1953 (January 29 to April 22, 2018)

Professor: Naima Prevots; Tuition \$500; 3 NDEO-Endorsed CEUs; 12 weeks; 3 Undergraduate Credits available from University of North Carolina / Greensboro (UNCG course # DCE 446) for additional \$450. This course covers choreographers working in modern, ballet, hip hop, tap, and cultural forms since 1953 and takes a thematic rather than chronological approach, allowing for close study of feeling, form, and historical context. Themes include: Non-narrative dance; Myth; Gender; Culturally Specific Explorations; Social and Political Commentary; Music. Do you want to better understand the values, ideas, social events, and cultural influences inspiring today's concert dance choreographers? Do you want to integrate your work in dance with other disciplines such as literature, visual art, theatre, music, history, women's studies, and African and Asian studies? Do you want to inspire your students with new ideas for dance projects? Emphasis is on viewing numerous works rather than extensive readings and on finding fresh applications to a wide variety of teaching situations. Artists covered include Alwin Nikolais, Erick Hawkins, Christopher Wheeldon, George Balanchine, Bill T. Jones, Lucinda Childs, Doug Varone, and many others.

Courses that start on February 12, 2018

OPDI-101: Introduction to the Professional Teaching Standards for Dance Arts (PTSDA) (February 12 to May 6, 2018)

Professor: Patricia Cohen; Tuition \$500*; 3 NDEO-Endorsed CEUs; 12 weeks This course offers an introduction to the *Professional Teaching Standards for Dance Arts (PTSDA)*. It will deepen the student's understanding of standards and give them the tools to apply them in their daily teaching environments. The PTSDA provides eight industry standards for teaching dance. Within some of the standards, students will explore examples of other teacher's portfolio items that provide evidence of mastery of that particular standard. Students will reflect on how they teach and how they can improve their teaching and the overall experience for their students. Given this deep reflection, it is suggested that registrants for this course have a minimum of 3 years of teaching experience. These PTSDA "teaching standards" are different than the recently launched National Core Arts Standards in Dance. The PTSDA is focused on what the "teacher" should know and be able to do regardless of dance genre taught or environment where dance is taught. They are applicable to teachers in private studios, colleges/universities, community centers, and K-12, while the new National Core Arts Standards in Dance (referenced above) are focused on what the student should know and be able to do based on four artistic processes. ***Completion of this course is a required element of the Registered Dance Educator (RDE) Accreditation application.***

OPDI-113: Foundations of Dance Pedagogy for All Dance Environments (February 12 to May 6, 2018)

Professor: Dr. Doug Risner; Tuition \$500*; 3 NDEO-endorsed CEUs; This course provides a survey of educational foundations in dance pedagogy with particular emphasis on social and cultural aspects of pedagogical theory in multiple settings (K-12, private studio, higher education, and dance in community). Study includes the historical context of education and dance education, education theory, the art and science of teaching, the sociology of school organization and culture, and the ethical dimensions of teaching. Applied experiences include field observations in diverse dance teaching environments and social immersion projects. Consider taking this course if you are interested in 1) expanding the development of a personal pedagogy and philosophy of teaching appropriate for your dance education setting, and 2) developing theoretical and applied understandings of critical pedagogical concerns in dance education including teaching and learning theory, social and cultural issues in education, cultural diversity, and reflective practice. This course is appropriate for any dance educator, whether new to the field or a seasoned veteran, who is interested in answering the question: "What does it mean to be responsible for someone else's learning?"

M5: Writing Successful Dance Funding Proposals (February 12 to March 25, 2018)

Professor: Jane Bonbright; Tuition \$285; 1.5 NDEO-Endorsed CEUs; 6 weeks; This course takes the dance professional (OPDI student) on a journey that begins with understanding the basic sections required in a funding proposal, reflecting on one's own institutional funding needs to develop the content in the funding proposal, and then articulating that content into the components of a full funding request. The course provides you a basic structure for writing proposals that is applicable to most private and public corporate and family foundations and state and federal grants. Writing any funding proposal is a learned skill and it improves with experience. Success builds success and, eventually, funders too learn who is a good investment, and who is not. It can take several years to *earn* this reputation; however, it is well worth the effort. Writing funding proposals is perhaps only one of several multipronged approaches to acquiring external funding; however, proposal writing requires considerable expertise. Money is always a scarce commodity; thus, funding proposals are always highly competitive! Writing proposals is a delightful challenge and it can be a whole lot of fun! *Students are advised to bring samples of grant opportunities with them for direct application, if available. Otherwise, real-life grants will be used as samples and assignments.*

Courses that start on March 5, 2018

OPDI-M4: Developmental Domains in Dance (March 5 to April 1, 2018)

Professor: Patricia Cohen; Tuition \$190; 1 CEU; 4 week Mini Course; This Mini Course explores human development as it informs our teaching of students of all ages and abilities. Exploration will cover general domains including physical, cognitive, social, and emotional development. As dance educators, we need to be aware of our students' development in each of these domains. Participants will utilize this information in observing and identifying behaviors in each of the domains, and in creating learning environments in which all dance students can succeed.

OPDI-M12: Jazz Dance Theory and Practice (March 5 to April 15, 2018)

Professor: Lindsay Guarino; Tuition \$285; 1.5 NDEO-Endorsed CEUs; 6 weeks

This course traces the continuum of jazz dance from its roots to its many manifestations today. Students will explore their own jazz dance identity through a process of examining historical jazz eras and styles (authentic, vernacular, theatrical, and contemporary) and by engaging in reflection, choreographic explorations, and dialogue with classmates. Additional course components include reading, video viewing and analysis, and writing assignments that allow students to focus their understanding of jazz dance. Whether you teach in a privately owned dance studio, in K-12, or in higher education, this course will also offer participants the opportunity to practice a historically-rooted approach for teaching jazz dance that is relevant today in contemporary jazz dance practices. By applying essential jazz dance characteristics that are derived from the origins of jazz but are often forgotten in dance studios today, participants will be able to integrate a rich understanding of jazz dance to classroom exercises that are already in your tool box. Feedback from classmates and instructor will open the doors to a dialogue where, as a community, one can share successes and challenges. In turn, participants will complete this course with a series of class exercises that can be explored and integrated into regular studio classes. Book required: Jazz Dance: A History of the Roots and Branches by Lindsay Guarino and Wendy Oliver. (2014). Gainesville, FL: University Press of Florida.

OPDI- M8: Developing Cornerstone Assessments for the New Dance Standards (March 5 to April 15, 2018)

Professor: Susan McGreevy-Nichols; Tuition \$285; 1.5 NDEO-Endorsed CEU; 6 weeks; The Model Cornerstone Assessments (MCAs) are rich performance-based assessments designed in conjunction with the new National Core Arts Standards in Dance. As the title suggests MCAs are examples of how these instructionally embedded assessments can be used to assess the dance student at the end of a unit, a semester or even the year. This course will support participants in developing their own cornerstone assessments for their students.

Want to Become an OPDI Student? If you have never filled out the OPDI application and paid the \$25 app fee (free for NDEO members), and you want to take OPDI courses, then you will need to complete the online application and pay the fee at www.ndeo.org/opdiapply. If you are a current NDEO member, then you can apply to OPDI for free as long as you are logged in to the www.ndeo.org website.

Already an OPDI student and want to take more courses? All accepted OPDI students must have a current "individual" Membership in NDEO (Professional, Graduate Student, Undergraduate Student, Retiree or PhD/EdD Membership) before they can register for courses. If the institution where you are the main contact has a current NDEO Institutional Membership and you want to register for an OPDI course, please call 301-585-2880 or email (opdi@ndeo.org) the home office and request an OPDI Membership which is free to you as the main contact. To register for an OPDI course just log into your NDEO member account at www.ndeo.org and proceed to the Profile link in top right corner near your name, then click on Access OPDI link within the Profile. Then click on the Enroll icon next to the course you wish to take.

^ Regarding **OPDI-103 Foundations for Assessments in Dance**, for an additional \$450 a student can get 3 Graduate credits issued by University of North Carolina Greensboro. Student must have previously earned a bachelor's degree in order to be eligible to receive Graduate credits.

^ Regarding **OPDI-106 Choreographic Explorations in Dance Since 1953**, for an additional \$450 a student can get 3 undergraduate credits issued by University of North Carolina Greensboro.