

NDEO's Online Professional Development Institute (OPDI) for Dance Education
Spring 2020 Semester – as of 11-17-19

Course that start on January 13, 2020

OPDI-116: Harkness Center for Dance Injuries: The Applied Science of Dancer Health and Injury Prevention

(January 13 – April 5, 2020)

Professors: Marijeanne Liederbach with Joshua Honrado, Kristen Stevens, and William Zinser; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks; Dance educators in every genre of dance serve a myriad of student populations. The goal of this evidenced-based course is to present you, the dance educator, with key principles of overall health in a way that will allow you to critically interpret the information, apply it to your dance education setting, and formulate a dance injury prevention plan of action in your teaching practice. Participants will explore the relationship, or spectrum, between overall health and dance injuries in order to consider what a dance injury prevention plan of action would include in any given environment. Topics covered will include physical, psychodynamic, and environmental factors; motor skill development; strength and conditioning principles; common dance injuries and their formal nomenclature; common myths about injury and training; adolescent dancer health; basic functional anatomy/biomechanics and nutrition; and teacher self-care. Upon analyzing the course material, participants will design an action plan for their students and receive feedback from Harkness Center for Dance Injuries (HCIDI) clinicians. At the end of this course, students will demonstrate knowledge of what factors constitute overall health and how they can use this knowledge to develop and deepen their own teaching practices, regardless of educational setting. It is strongly encouraged but not required that prior to engaging in this course, that participants have previously taken NDEO's OPDI-110 Dance Kinesiology and Applied Teaching Practice or another anatomy/kinesiology course. **Required Materials:** Lectures from HCIDI's DanceMedU online learning platform. These will be ordered during the course. Price tbd.

OPDI-118: Dance Education Laboratory (DEL) Essentials (January 13 – April 5, 2020)

Professor: Ann Biddle; Tuition \$520; 3 NDEO-endorsed CEUs; 12 weeks; The Dance Education Laboratory (DEL) was founded in 1995 by Jody Gottfried Arnhold with the mission to bring dance into children's lives and education by inspiring teachers to be life-long learners, by encouraging experimentation and observation in teaching, and by enabling teachers to give children ownership of the art form as a means of communication. DEL Essentials course is an introductory course that provides an overview of the key components of the nationally acclaimed DEL model of teaching dance to children and teenagers. This new online course, developed and taught by Founding Faculty Ann Biddle, is based on the highly popular DEL Essentials course that is taught at DEL 92Y and at Jacob's Pillow. Participants will examine Laban Movement Analysis (LMA) as a framework for dynamic and scaffolded lesson planning, explore the DEL method of collaborative dance making, gain effective and inspired teaching strategies, and learn how to make connections between dance and other disciplines. If you are a first year teacher or seasoned dance educator who wants to refresh your practice, DEL is the course for you! Join the DEL community network and gain access to a wide range of dance education resources. #danceforeverychild

Courses that start on January 27, 2020

OPDI-103: Foundations for Assessments in Dance (January 27 to April 19, 2020)

Professor: Rima Faber; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks; 3 Graduate Credits available from University of North Carolina / Greensboro (UNCG course # DCE 645) for additional \$495 + \$25 app fee; 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. Previous understanding of national, state, or district dance standards is helpful. 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 27 to April 19, 2020)

Professor: Naima Prevots; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks; 3 Undergraduate Credits available from University of North Carolina / Greensboro (UNCG course # DCE 446) for additional \$495 + \$25 app fee. 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.

OPDI-101: Introduction to the Professional Teaching Standards for Dance Arts (PTSDA) (January 27 to April 19, 2020)
Professor: Patricia Cohen; Tuition \$520; 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.

OPDI-119: Motif Notation Literacy through the Language of Dance® Approach: Your Move, Your Choreography
(January 27 to April 19, 2020)

Professor: Beth Megill; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks; How do we refresh our choreographic dance making and that of our students? How do we find new ways of exploring meaning making through our movement? The Language of Dance® (LOD) approach—created and developed by Ann Hutchinson Guest—is a comprehensive system of dance literacy that bolsters the dance artist's and dance educator's practice. It provides deep awareness, meaningful understanding, enriched embodiment, precise language for communication, effective tools for analysis, and a playful means for generating movement and documenting it. This course takes the dance professional on a journey of self-discovery through meaningful dance creation using the lens of the LOD. Over the next twelve weeks, you will be exposed to LOD literacy processes while gaining familiarity and foundational fluency using the building blocks of motif notation. Employing graphic representation for dance making offers key insights into your aesthetic preferences and comfortable patterns in your body and new approaches and inspirations that emerge out of your exploration with course content. The tools found in the LOD approach to using motif notation to choreograph provide potential for a lifetime of infinite creative explorations for dance making. This course provides a bridge between cognitive awareness and embodied experience, opening a door to the world of making, notating, and reading notated dances. It is organized to deliver composition and dance notation experiences that are creative and interactive with the aim of achieving meaningful dance making and personal transformation. **Book required:** *Your Move (Second Edition)* by Ann Hutchison Guest and Tina Curran.

Courses that start on February 17, 2020

OPDI –M2: Elements of Dance (February 17 to March 15, 2020)

Professor: Patricia Cohen; Tuition \$200; 1 NDEO-endorsed CEU; 4 weeks; This Mini Course explores the universal language used to describe movement, and dance in particular. This language, or elements of movement, is applicable to all dance styles, genres and techniques. Through movement and online discussions, students will examine how the body moves in space, in time, and with energy (dynamics). A working knowledge of this material allows the student to identify and describe movement with specificity and clarity which can be useful in creating dances, documenting choreography and ensuring accurate interpretation of specific styles and techniques. In addition, this knowledge can improve students' ability to analyze, interpret and respond to dance choreography and performance.

OPDI-M13: Modern Dance Theory and Composition (February 17 to March 29, 2020)

Professor: Marty Sprague; Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks; In this course, students will engage in research and reflection on the following questions: As a teacher, what long term dance learning or enduring understanding do you wish to pass on to your students regarding modern dance? As a choreographer, do you know the lineage, from where your personal expressive style is rooted and developed, of your modern dance style? As a performer, how can an understanding of modern dance styles aid in clarity of execution in repertory pieces? From where do we develop our personal movement preferences and expressive capabilities? What or who has influenced these preferences and capabilities? Even if you are a "rebel", as opposed to one devoted to passing on a legacy, you need to know from what or whom you are rebelling. By applying a known family genealogy, one is given a deeper sense of identity and so knowing the modern dance historical genealogy gives a deeper sense of one's place in the modern dance world and thereby improve one's dance products and students' training experience. **Required Book:** *Legg, Joshua. (2011). Introduction to Modern Dance Techniques. Hightstown, NJ: Princeton Book Company Publishers.* **Optional additional text:** *Strauss, Marc Raymond with Nadel, Myron Howard. (2012). Looking at Contemporary Dance: A Guide for the Internet Age. Hightstown, NJ: Princeton Book Company Publishers.*

OPDI-M16: Introduction to the Dance Entry Level Teacher Assessment (DELTA) (February 17 to April 12, 2020)

Professor: Elizabeth McPherson; Tuition \$350; 2 NDEO-Endorsed CEUs; 8 weeks; This course is designed as preparatory course of study for people with an interest in sitting for the Dance Entry Level Teacher Assessment (DELTA) exam. The DELTA exam measures pedagogical content knowledge (PCK) and subject specific content knowledge in dance. The course will

explore the 10 PCK skills clusters that are subsumed within DELTA's three Domains of Knowledge which include: 1) Core Dance Processes (Aligned to NCAS Artistic Processes: Creating, Performing, Responding & Connecting); 2) Teaching and Learning; and 3) Policies, Facilities, and Technical Production. In addition, this course will explore the rationale for why DELTA is important to our field and how it was developed. The following standards are explored as part of this course as they are referenced on the exam: National Core Arts Standards in Dance, NDEO Opportunity to Learn Standards, NDEO Professional Teaching Standards for Dance Arts (PTSDA), and NDEO Early Childhood Standards.

OPDI Application: 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.

NDEO Membership Policy: 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. Membership information can be found at www.ndeo.org/membertypes.

How to Register for a Course: 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 and proceed to the payment section where you can pay online with a credit card. We accept Visa, Mastercard, Amex, Discover, and Paypal.