

NDEO's Online Professional Development Institute (OPDI) for Dance Education
Spring 2021 Semester – as of 11-19-20

Courses that start on January 25, 2021

OPDI-103: Foundations for Assessments in Dance (January 25 to April 18, 2021)

Professor: Dr. Rima Faber; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks; 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-110: Dance Kinesiology and Applied Teaching Practice (January 25 to April 18, 2021)

Professor: Robin Kish; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks; This course provides an introduction to the field of dance kinesiology with an emphasis on applied teaching practices. The course will provide participants with a strong foundation in anatomy and kinesiology to help maximize performance and minimize potential injuries of their students. Participants will learn how to create environments to promote healthy approaches in the training of dancers which include injury basics, developmentally safe practices, nutrition and the creation of a medical support network. The information provided in the course is based upon proven principles and methodologies gathered from current research. As an educator it is important to clearly define the anatomical potential and limitations of individual dancers in order to maximize technical training and performance. This course will provide you with the confidence that you are using safe and effective training principles to minimize injury in your students. Book Required: Biel, Andrew. Trail Guide to the body (5th Edition) - amazon.com / gettextbooks.com/ booksofdiscovery.com Morton, Jennie & Kish, Robin (2017) The Embodied Dancer: A Guide to Optimal Performance - apple ibooks or amazon/kindle

~NEW~OPDI-121: Ethical Dilemmas in Dance Education (January 25 to April 18, 2021)

Professor: Dr. Doug Risner; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks; In this course, we explore ethical dimensions of dance education based upon the pedagogical premise that each of us will teach as we were taught unless we seriously scrutinize our pedagogical choices, teaching approaches, and ethical decision-making. Participants are encouraged to investigate carefully their teaching practices and leadership potential by stepping back and objectively observing, considering, and assessing individual values and assumptions in ethical decision-making. There is always a tendency when facing a problem to look for the correct answer, however, as with all ethical dilemmas, the difficulty comes not in choosing right over wrong, but in deciding between conflicting choices that are neither all *right* nor all *wrong*. Ethical dilemmas in education are ones in which teachers must take action that will benefit one party at some expense or inconvenience to another. Resolving ethical dilemmas presses dance educators to prioritize among the conflicting wants, needs, and interests of students, parents, colleagues, and the larger culture. In other words, making one right choice in an ethical dilemma usually means that an individual cannot make another choice, which is equally right and equally important. Ethical decisions are difficult because no single option clearly dominates the alternatives. Given the social nature of ethical decision-making, the pedagogical approach to this course promotes and supports a collaborative learning community. With clear instructions and a set goal, partners and small groups explore collaboratively, experiment within themselves and work with open communication. Book required: Ethical Dilemmas in Dance Education by Doug Risner and Karen Schupp; Can be ordered from McFarland Books at <https://mcfarlandbooks.com/product/ethical-dilemmas-in-dance-education/>

Courses that start on February 8, 2021

OPDI-114: Teaching Dance to Students with Disabilities (February 8 to May 9, 2021)

Professor: Sandra Stratton-Gonzalez; Tuition \$520; 3 NDEO-endorsed CEUs; 12 weeks; All children and adults need opportunities to learn, create, perform and respond to dance in all its forms. Dance provides students, with and without disabilities, a means of expression and communication, an opportunity to collaborate with others in the creative process and the exploration of new movement possibilities. Through this course, educators will learn instructional strategies that successfully include students with disabilities in the P-12 school environment, dance studios, community spaces and higher education. Course participants will acquire knowledge and skills needed to plan and implement an effective and inclusive Dance Education program. The course will address legislation related to students with disabilities, characteristics of different disabilities, content and teaching accommodations for learning in dance education, goals and assessment, viewing the performances (via video) of professional dancers with disabilities and a consideration of Disability Justice.

Educators who teach in the P-12 schools, private studios, higher education, and community dance programs will find this course can assist them with the knowledge and learning experiences to provide meaningful dance education programs for students with disabilities.

OPDI-119: Motif Notation Literacy through the Language of Dance® Approach: Your Move, Your Choreography

(February 8 to May 2, 2021)

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 Hutchinson Guest and Tina Curran at www.lodcusa.org*

OPDI-M18: Intro. to Choreography in Dance Education: A Process to Teach Your Students How to Create Dances

(February 8 to March 21, 2021)

Professor: Marty Sprague; Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks; This course offers participants experience with a system that can be used to teach basic elements and principles of choreography and explores how to encourage self-expression through dance making. Many dancers have not formally studied the art of choreography. Perhaps someone is experienced in making dances but now wants support learning how to teach others. How does the studio teacher, or performing arts center instructor, teach the choreographic process to young performers? How does the education director of a dance company structure dance-making activities within school residencies? How does one teach pre- and in-service teachers, or instructors in community recreational programs, how to teach this process to students with little or no dance experience? In this course, participants will walk through, or model, a process that they can use to teach students how to create their own choreography. The course text is actually a student textbook and so it will be a small "leap" from course participation to application of this methodology in one's teaching practice. Peer discussions, journal reflections and reflective essays will help in this application. *Book Required: Experiencing Dance: from Student to Dance Artist by Helene Scheff, Marty Sprague, and Susan McGreevy-Nichols. (2nd Edition). Can be ordered from Human Kinetics, us.humankinetics.com. Hardcover or e-book available, both with online materials – be sure to request access to the online materials.*

OPDI-M6: Introduction to Creative Dance in Early Childhood (February 8 to March 21, 2021)

Professor: Lynn Monson; Tuition \$295; 1.5 NDEO-endorsed CEUs; 6 weeks; This course explores the concepts and content essential for quality teaching and learning for creative dance for early childhood. Cognitive and child development, standards, assessment, pedagogy, and the basic movement components for curriculum development will be investigated through readings, research, observation and interactive projects. The course will explore BrainDance, developed by Anne Green Gilbert, to show how it addresses child development principles and current brain research. Participants will grapple with essential questions and learn the skills to be able to develop and implement content for creative dance for either 3-5 or 6-8 years of age. *Book Required: Brain Compatible Dance Education -2nd edition – by Anne Green Gilbert.*

OPDI-M5: Writing Successful Dance Funding Proposals (February 8 to March 21, 2021)

Professor: Jane Bonbright; Tuition \$295; 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.*

~~NEW~~OPDI-M22: Using Dance Pedagogic Content Knowledge (PCK) to Drive Programmatic and Self Growth

(February 8 to April 4, 2021) **Professors: Dr. Elizabeth McPherson and Dr. Dale Schmid; Tuition \$350; 2 NDEO-endorsed CEUs;** This course provides students with a useful conceptual framework to inspire thoughtful and informed curricular decisions

about the allocation of instructional time and focus in K-16 dance education (elementary school to college) and to reflect on and renew one's personal teaching practice. The conceptual framework explored is the 10 Pedagogic Content Knowledge (PCK) Skills Clusters that comprise the DELTA (Dance Entry Level Teacher Assessment) stemming from the National Core Arts Standards for Dance. These clusters include: 1) Performing Dance as an Intentional, Expressive Art Form (guiding principles), 2) Choreography (exploring, planning, revising), 3) Integrated Approaches to Historical, Cultural & Contemporary Dance Studies, 4) Dance Language, Literacy & Critical Analysis, 5) Pedagogical Theory & Practice, 6) Knowledge of the Learner, 7) Assessment Literacy, Evaluation & Reflective Practice, 8) School-based Policies, 9) Dance Classroom, and 10) Technical Production.

Anyone with an interest in dance education and dance teacher preparation would benefit from this course, from new teachers to seasoned dance education professionals from any teaching environment. It is designed to support and extend dance education content knowledge while expanding personal and professional expertise.

OPDI Application: If you have never filled out the OPDI application and you want to take OPDI courses, then you will need to complete the online application at www.ndeo.org/opdiapply. If you are a current NDEO member make sure to login to your member account before completing the application.

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.