

Dance in the Schools

COLLABORATION with your CLASSROOM TEACHER and with Dance in the Schools Dance Teaching Artists

SCHEDULING & CLASSROOM DATA

Please provide Kate with the following information for each classroom

- Classroom teacher name, school and classroom level
- Dates AND times of all sessions
- Session format: in-person, virtual, or hybrid

Questions, contact Kate, kate@danceintheschools.org

EVALUATIONS

- Evaluations must be filled out by both you and your classroom teacher at the program's end.
- No one will be paid until Dance in the Schools has received completed evaluations.

GOALS and OBJECTIVES

Children:

- Integration of movement and dance with the curriculum content enhances learning.
- Provide a learning environment via other modalities – kinesthetic, visual and auditory.
- The interpersonal approach reaches problematic students in traditional, static settings.
- To engage children considered “shy”, “non-athletic”, “won't sit still”, don't yet speak much English, or with varying abilities and they can excel in a non-judgmental learning

environment.

- To give a positive introduction to the art of movement and dance, by a professional.

Classroom Teachers:

- To learn more about the children from a nonverbal, movement modality.
- Demonstrate additional methods to supplement teaching of the curriculum
- To expand the academic learning experience via the integration of movement and dance with the curriculum content - reaching more children more effectively.
- To give a positive introduction to the art of dance, by a professional.

COLLABORATION *with* Classroom Teacher & Questions

1. What is the current academic unit, as related to the chosen theme? (approach and focus).
2. Ask vocabulary words the teacher is working on
3. Ask what books the class is reading
4. Ask what social issues, team building, etc. class is working with.
5. **Ask the teacher's method to regain the children's attention (claps, raised fingers, etc.)**

Integrated, these add continuity between sessions and make management easier for you.

6. Ask if there are children to be aware of (re abilities, sensitivities, behavioral tendencies, etc.)

7. Remind the teacher to stay in the room during your sessions

Classroom Teachers are responsible for all behavior issues.

Notify Kate immediately if they leave the classroom, or are not there at all.

Liability

You are responsible for your own wellbeing and conduct while en route to, during, and after your Dance in the Schools sessions, inside and outside of the schools

After EACH session:

1. Ask the Classroom Teacher for feedback
2. Stay in communication with the teacher *between sessions!*
3. Contact the teacher
 - Review how the session went, the class afterwards, etc
 - Ask for feedback on what you did and how you did it, from their perspective.
 - Ask what they worked on next in conjunction with your session.
 - Go forward with the next session together

Additional Sessions

If your Classroom Teachers want additional sessions, they are welcome to find additional funding to pay you. Different schools have different resources. The teacher has money from the school to use for special projects; the teacher can ask the principal about additional funds; the teacher or someone can go to the PTO/PTA/Friends Of/school Arts Council or Committee, etc.

Please let Kate know if you will be doing additional sessions, and how they will be paid for!

Suggestions from past years:

1) Go early, perhaps a day before your 1st scheduled session, to look over the space the teacher has designated. Be prepared to move tables/chairs/bookcases further out of the way, etc. Consider a quiet space or open hallway that would be more spacious or less visually distracting than the designated space. Talk to the classroom teacher AND to the school Secretary about using that space. The Secretaries are often helpful.

Recommendation from a Classroom Teacher:

“I think sharing with teachers specifically what will happen during the lesson would be helpful (give a synopsis of the warm-ups, how long it’ll last, the specific things related to academic/content areas, how long that would last, etc.) A narrative of what a typical lesson would look like, sound like, and the specific activities it contains would help teachers know what to expect and will also help them to understand how it will benefit students.” - Scott Macomber-Morse (2014)