



Proposal to add a Single Subject Dance Credential

Anticipated start date: January 2026

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Submitted:

### **Course of Study and Course Sequence**

The NDNU credential programs are structured so all General Education credential candidates [Multiple Subject, Single Subject] take 4 foundation courses prior to branching into curriculum and instruction courses aligned with their 2 semesters of student/intern teaching seminars and practicum placements:

- EDU Psychological and Developmental Foundations
- EDU 4104 Sociological and Multicultural Foundations
- EDU 4106 Foundations for Teaching English Learners
- EDU 4110 Special Education for the Classroom Teacher

Two additional course can be taken any time during the first two semesters in the program:

- EDU 4113 Technological Applications in Education
- EDU 4116 Health Education

For the Single Subject candidates, the final two semester sequence include:

#### First semester of student/intern teaching

- EDU 4405 Teaching and Pedagogy\*\*
- EDU 4407 Secondary Curriculum
- EDU 4450 Student /Intern Teaching Semester I
- EDU 4460 CalTPA Single Subject Support Cycle 1

#### Second semester of student intern teaching

- EDU 4410 Language and Literacy in the Content Area
- EDU 4119 Assessment in the Classroom
- EDU 4451 Student/Intern Teaching Semester II
- EDU 4461 CalTPA Single Subject Support Cycle 2

\*\*EDU 4405 Teaching and Pedagogy: As a small institution, instead of a separate Teaching and Pedagogy course for each Single Subject content area we are approved for, we have one course and divide candidates into subject content area specific sections (e.g. EDU 4405-03 section for Dance candidates) depending on which single subject content areas we need to offer in any given semester. This also provides the opportunity to have class meetings in common (first hour/15 hours per semesters), across all single subject content areas, allowing our Single Subject candidates to explore ways to connect their content areas across the curriculum rather than teaching in a “silo” which has been the traditional of single subject classrooms. In the world and in life, application of knowledge depends on

the interconnectedness of all knowledge and skills. We encourage candidates to work together to create those connections as they plan and teach in their classrooms.

The “in common” Teaching and Pedagogy sessions are planned and guided by Cathy Ennon. All candidates are also assigned to a subject specific group/section (second 2 hours/30 hours per semester) guided by a faculty member who is a teacher in their academic content area and the content area mentor. These content area sessions focus on Subject Specific Pedagogical Skills and teaching pedagogy specific to the content area. Cathy Ennon and the content area mentor (Coleen Lorenz) work together to plan the semester so the content covered during the “in common” segment can align with content covered in the subject specific segment.

### **Description of How Dance Content will be Covered in the Program**

In planning how the Dance Pedagogical Skills will be covered during the semester, Coleen Lorenz used themes from the 22 dance content area pedagogies and a selected range of textbooks and resources. She identified in-seminar activities that would allow candidates to explore, expand on, and practice specific skills they would then “practice” on their own by applying these in their student/intern teaching placement.

### **Description of Candidate Support**

Candidate Program Plan: At the point of admission, candidates meet with their Program Director to complete a Program Plan that sets out a potential program sequence and requirements to be completed. The Plan is updated each semester as candidate meets with their Program Director to review/update their progress.

[https://docs.google.com/document/d/1n97OXHaqJJe\\_JgWPOGFxV4ETHSem0TFJ/edit?usp=sharing&ouid=102631758587587986918&rtfpof=true&sd=true](https://docs.google.com/document/d/1n97OXHaqJJe_JgWPOGFxV4ETHSem0TFJ/edit?usp=sharing&ouid=102631758587587986918&rtfpof=true&sd=true)

University Supervisor Support: In addition to being the Dance Mentor for EDU 4405, Coleen Lorenz is also the University Supervisor for candidates in the Single Subject Dance Credential program.

- minimum 6 observations (3 hours each including pre and post observation conferences) per semester for 2 semesters.
- University Supervisors meet monthly with all their candidates as part of the 2-hour Student/Intern Teaching seminar

### Collaboration of University Supervisor and District Employed Supervisors for both Student Teachers and Interns

- A minimum of five hours of support/mentoring and supervision must be provided every five instructional days
- 1 hour 3-way conference (candidates, district employed support provider, university supervisor) at mid-term and end of each semester.

### Collaboration of University Supervisor and District Employed Supervisors for Intern Support (per MOU) in addition to the above:

- A minimum of 144 hours per year (72 hours per semester) of support/mentoring and supervision

- An additional 45 hours per year (23 hours per semester) of support/mentoring and supervision specific to meeting the needs of English learners

The responsibilities of NDNU University Supervisors and District Employed Supervisor are set out in the Single Subject Credential Handbook 2024-2025. The Handbook can be accessed through the following link. Scroll through the Table of Contents to *Responsibilities of University Supervisors or Responsibilities of the Cooperating Teacher and Intern Support Provider*. The title is a link to that section in the Handbook.

[https://docs.google.com/document/d/15uUaLgkG6CwLZYRp9YiEolQTGmeSH\\_ck/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true](https://docs.google.com/document/d/15uUaLgkG6CwLZYRp9YiEolQTGmeSH_ck/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true)

MOUs also sets out these responsibilities. A link to the Unpaid Student Teacher MOU is provided below:

<https://docs.google.com/document/d/1xxQZ0NpTjs3B1jrRwxiO3z59q9l6sOVh/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true>

A link to the Intern MOU is provided below:

[https://docs.google.com/document/d/1WPsts\\_QYcFgcaUEOxTAP1rpU9QFab47x/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true](https://docs.google.com/document/d/1WPsts_QYcFgcaUEOxTAP1rpU9QFab47x/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true)

#### Formative and Summative Feedback to Student/Intern Teachers during Clinical Placement

- Candidates are observed and feedback provided by both the NDNU University Supervisor and the District Support Provider. The University Supervisor and District Support Provider meet during the University Supervisors observations to check in and update each other, and the candidate, on his/her progress. The University Supervisors provides a copy of the observation notes to the candidates as part of the post observation meeting. A copy of the observation notes, along with the lesson plan for the lesson observed, are uploaded into the candidates permanent file on Canvas. The following link provides access to the NDNU Lesson Observation form. <https://drive.google.com/file/d/1UmMj7l5Vuia4Ya4-zz5DNXx0UoILk5O/view?usp=sharing>
- At mid-term and end of each semester, the candidates, District Support Provider, and University Supervisors have a 3-way conference to complete the Evaluation of Teaching Effectiveness. This Evaluation looks at every TPE as well as providing Dance specific content to be reviewed in the note sections at the end of each TPE segment. The candidate keeps a copy of this evaluation, and the university supervisor uploads a copy into the candidates permanent file on Canvas. The following link provides access to the Evaluation of Teaching Effectiveness. [https://docs.google.com/document/d/1\\_ybIfUxI5ttGJ0woC7QVfjo83pzSACA6/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true](https://docs.google.com/document/d/1_ybIfUxI5ttGJ0woC7QVfjo83pzSACA6/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true)
- University Supervisors and the Single Subject Program Director meet monthly to review all candidates in the program. Observation notes and the Evaluation of Teaching Effectiveness are reviewed as well as notes provided to the University Supervisor by District Employed Supervisors. These are used to determine if the

candidate is making satisfactory progress toward meeting all the requirements for credential recommendation. They are also used to identify and review areas of curriculum content to determine if changes need to be made to better support the candidates in gaining the proficiencies in the content area needed by a first-year teacher. Since faculty who share teaching/mentoring roles in EDU 4405 are also university supervisors, these meetings also provide an opportunity for them (Cathy Ennon and Coleen Lorenz) to review and adjust course content to meet the needs of Dance candidates.

#### Key Assessments

A link to a table with the full list of all assignments/assessments is provided at the beginning of Matrix as well as links to the course syllabus and the course calendar.

#### Faculty Vitae

Faculty Vitae/Resumes for Cathelyn Bennet-Ennon and Coleen Lorenz are provided as separate documents in this application file.