

**NDEO's Online Professional Development Institute (OPDI) for Dance Education**  
**Summer 2021 Semester – Schedule as of 3-12-21**

**Summer I - Courses that start on May 31, 2021**

**OPDI-112: Implementing the National Core Arts Standards (NCAS) in Dance** (May 31 to August 22, 2021)

**Professor: Susan McGreevy-Nichols and Marty Sprague; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks;** This course will delve into the new National Core Arts Standards in Dance that were created as part of a collaborative effort with all the major art forms including dance, music, theater, visual arts and media arts. These dance standards focus on the 4 artistic processes of creating, performing, responding and connecting. Participants will go in-depth with the standards and learn how to apply the standards in their own classrooms or studios. During this course, participants will develop curriculum and lesson plans based on the new standards.

**OPDI-105: Introduction to Dance Education Research** (May 31 to August 22, 2021)

**Professor: Dr. Doug Risner; Tuition \$520; 3 NDEO-endorsed CEUs; 12 weeks;** This course provides a survey of current research paradigms in dance education inquiry with particular emphasis on research process, design, methodology, and pedagogical implications for dance teaching and curriculum. In addition, an overview of empirical and exploratory research drawn from historical, philosophical, descriptive, ethnographic, case study, survey, action research, interpretive, and critical approaches is explored. Student learning outcomes include the ability to read research in informed and critical ways, analyze research findings, and formulate their own research question(s) and appropriate methodologies. This 3-unit course is appropriate for dance educators interested in developing their knowledge about research, using research to enhance teaching, seeing their studios and classrooms as research labs, and constructing their own research studies for improving student learning and teaching practices.

**OPDI-114: Teaching Dance to Students with Disabilities** (May 31 to August 22, 2021)

**Professor: Sandra Stratton-Gonzalez; Tuition \$520; 3 NDEO-endorsed CEUs; 12 weeks;** Dance for students with disabilities is a means for them to express and communicate feelings and ideas, collaborate with others and learn new movement possibilities. All students need opportunities to learn, create, perform and respond to dance in all its forms. Through this course educators will learn instructional strategies that successfully include students with disabilities in the P-12 dance program. The course also addresses legislation related to students with disabilities, current issues for inclusion, people first language, characteristics of different disabilities, Individual Education Plans (IEP), Assessment and Goal development, accessible learning environments, and content and teaching modifications for learning in dance education. 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-118: Dance Education Laboratory (DEL) Essentials** (May 31 to August 22, 2021)

**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 June 14, 2021**

**OPDI –M2: Elements of Dance** (June 14 to July 11 2021)

**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-M20: Integrating Social Emotional Learning (SEL) in Dance Curriculum** (June 14 to July 25, 2021)

**Professor: Margot Toppen; Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks;** With an emerging evidence base connecting dance to Social and Emotional Learning (SEL) outcomes, it's important for dance teachers to understand and be able to articulate this connection. Additionally, any kind of dance teacher can strengthen their pedagogy and student outcomes with a more intentional and explicit focus on SEL. This course provides strategies for aligning dance curriculum to CASEL's "Framework for Systemic Social and Emotional Learning." CASEL stands for the Collaborative For Academic, Social, And Emotional Learning. Participants will learn about the CASEL framework and the research showing the strong connection between dance and SEL. The five broad SEL competency areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The course will wrap up with participants mapping out an action plan for how they can integrate explicit and intentional SEL approaches into their teaching.

**OPDI-M21: Building an Online Dance Course: Process, Product and Student Engagement** (June 14 to July 25, 2021)

**Professor: Beth Megill; Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks;** COVID-19 and social distancing have heightened the need for all dance educators to develop skills needed to teach online, to develop a comprehensive online course, and to implement strategies to keep students engaged. This course takes the dance professional (OPDI student) through the process of planning, designing, and implementing an online course and explores commonly used online Learning Management Systems (LMS). Participants learn how to develop course modules, identify resources, and design assignments, student work, and assessments. Student engagement strategies will also be explored. Whether you are teaching dance technique or the academic side of dance, this course will help you develop a rigorous, well-constructed online course that can work across multiple teaching environments. Participants should have an idea for a course outline that they would like to design by the end of this course.

**~~NEW~~OPDI-M23: Creating an Ethics and Pedagogy of Teaching with(out) Touch** (June 14 to July 25, 2021)

**Professor: Nicole Perry; Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks;** Dance teachers in every setting have long used touch as a teaching method. It is employed for correction or support, to provide a goal, impart kinesthetic feedback, or other reasons. With disclosures of sexual misconduct at top artistic institutions, the rise of the #MeToo movement, startling statistics regarding young people who have experienced trauma, and ongoing concerns around coronavirus, we now have an excellent opportunity to address the pedagogy of touch. Different approaches, such as imagistic language, prop work, or other types of touch may provide for safer learning environments, empower students, and/or provide new depth to the creativity and teaching practices already employed. This course combines knowledge of best practices of physical contact in dance and theatre performance with Laban/Bartenieff Touch-for-Repeating practices. It examines consent and power dynamics in the studio, creating an ethics of touch for movement classes, and low-touch/no-touch teaching options. Those enrolled in the course will be encouraged to strategically offer opportunities for students to practice consent and exercise agency when touch is employed. The course encourages personal reflection and choice-making for effective teaching. The material is applicable to dance teachers in any environment.

**Courses that starts on July 12, 2021**

**OPDI-120: Music Theory and Applications for the Dance Teacher** (July 12 to October 3, 2021)

**Professor: Jon Anderson; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks;** Understanding music is an essential tool for a successful dance teacher. In a classroom setting, it is beneficial to be able to articulate to your students where rhythmic patterns lie, and where specific accents of movements occur. The first half of the course will raise awareness of the relationship between music and dance, covering the concepts of Beat, Pulse, Meter, Tempo, Dynamics, Articulation, and Phrasing. The student is given an opportunity to explore and apply to dance the concepts learned and write a short musical score to demonstrate overall comprehension. In the second half of the course, students continue to examine the symbiotic relationships that exist between music and dance finding meaningful ways to express those relationships in their teaching. Based on newly acquired musical knowledge and aided with a cadre of tools, students identify musical resources that support teaching and choreography needs. Participants will learn how to make effective music choices reflecting choreographic intent, build personal music libraries, and how to effectively communicate with live musicians in class and performance. In practicums, participants deconstruct a musical score and build a choreographic study derived from the musical structure. Finally, each student works collaboratively with the instructor in a composer/choreographer project with the instructor composing music for each student based on the student's articulated choreographic intent. By the end of this course, students have a very organic understanding of their relationship with music. No textbook required.

**OPDI-M7: Ballet Theory and Composition** (July 12 to August 22, 2021)

**Professor: Lori Provost; Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks;** This course examines the diverse and multilateral Western training systems of the French, English, Russian, Italian, Danish, and American schools. By examining historical approaches, students will compose their own syllabus for classroom training. Due to its emphasis on ballet technique and teacher performance, the course relies heavily on visual learning (viewing videos), video recording of classroom teaching, and video conference feedback. This course is beneficial for university students, dancers who are making the transition from a performance career to a ballet-teaching career, and current teachers who want to brush up

on theory with online flexibility. It is recommended that students have at the minimum, an introductory knowledge of ballet terminology and technique. It is helpful if students enrolled in this course are currently teaching a ballet class or have instructional access to a group of students, in order to apply assignments that require student demonstrations. If you do not have access to students during this course, you can complete alternate assignments, just make sure to inform the instructor of your situation. **Book required:** *Technical Manual and Dictionary of Classical Ballet* by G. Grant. (2014) New York, NY: Dover Publications.

**OPDI-M13: Modern Dance Theory and Composition** (July 12 to August 22, 2021)

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

(July 12 to September 5, 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 and pay the fee at [www.ndeo.org/opdiapply](http://www.ndeo.org/opdiapply). If you are a current NDEO member, please make sure to login to your NDEO member account before filling out 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](mailto: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](http://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](http://www.ndeo.org) and proceed to the drop down menu in top right corner under your name, then click on the Profile link, then click on Access OPDI button 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.