DNCE 575: Dance Lesson, Curriculum & Assessment Design
Spring 2019
3 Credits Hours
Professor: Christy O’Connell-Black, M.A., Christy.occonnellblack@unco.edu
Contact: Christy.occonnellblack@unco.edu, 970-351-4133
Prerequisites: B.A. or B.S. degree, acceptance into the Dance Education M.A program
Required Texts and/or Required Reading List:

Suggested Text:
3. Selected articles from the Journal of Dance Education.

Course Description: Students will research national/international curriculum and best practices in the field of dance education, while evaluating personal curriculum and instructional practice(s). Students will analyze and develop new curriculum including dance assessment instruments.

Course Objectives:
1. To investigate, understand and increase knowledge in the integration of the dance standards, as appropriate to state or location, into current and new curriculum through the development of an educational dance model.
2. To develop, evaluate, and structure dance lessons based on intentional methodology, best practices, and data-driven instruction.
3. To design and analyze appropriate, varied, & meaningful assessments and rubrics for:
   a. Dance skills classes
   b. Choreography classes
4. To design and analyze units/curricula that:
   a. Considers the target audience
   b. Scaffolds dance content
   c. And is standards based

Course Requirements and Content: Students will be critically responding to questions, analyzing readings and examining videos by submitting written work via weekly assignments, written papers, and discussion board comments. Students will also devise original curriculum/units within an educational dance model.

Technology use: This course is designed, instructed, and intended for participation entirely online, using Canvas technology (canvas.unco.edu). Please also note that you will need to have access to a reliable internet connection, knowledge to navigate the Canvas site, and an understanding of how to attach a document to an assignment.

*** This course requires you to have a video camera, webcam, or phone capable of video recordings. You will also need to have a YouTube account and the ability to upload videos to YouTube.*
Please see Week 4 and Week 9 in the Weekly Assignments and Materials for further detail on requirements and assignment details.

**Classroom procedures/policies:** Please refer to the “Getting Started” page in Canvas.

**Evaluation Procedures:** There will be a specific number of points allotted for each week’s assignment. A running total of points earned each week will be posted on the Grade Center in Canvas. There are three different rubrics used for grading purposes: Writing Rubric, Lesson Plan Rubric (week 13 - assessment only), and Final Curriculum Project Rubric (part one and part two). You may access these in each assignment module.

**Assignments and Grading:**

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Week of</th>
<th>Due by Midnight MST</th>
<th>Unit Name</th>
<th>Rubric</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/7/19-1/13/19</td>
<td>January 13, 2019</td>
<td>Week One: An Introduction to the Arts Education Perspective</td>
<td>Writing Rubric</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>1/14/19-1/20/19</td>
<td>January 20, 2019</td>
<td>Week Two: Dance Education Today</td>
<td>Writing Rubric</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>1/21/19-1/27/19</td>
<td>January 27, 2019</td>
<td>Week Three-Pedagogical Approaches</td>
<td>Writing Rubric</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>1/28/19-2/3/19</td>
<td>February 3, 2019</td>
<td>Week Four- Holistic Approaches in Teaching</td>
<td>Writing Rubric</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>2/4/19-2/10/19</td>
<td>February 10, 2019</td>
<td>Week Five- Student Centered Learning</td>
<td>Writing Rubric</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>2/11/19-2/17/19</td>
<td>February 17, 2019</td>
<td>Week Six- Teaching the Diverse Dancer</td>
<td>Writing Rubric</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>2/18/19-2/24/19</td>
<td>February 24, 2019</td>
<td>Week Seven- Connecting standards to your lesson &amp; writing your objective</td>
<td>Writing Rubric</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>2/25/19-3/3/19</td>
<td>March 3, 2019</td>
<td>Week Eight- Writing your lesson plan</td>
<td>Lesson Plan Rubric</td>
<td>150</td>
</tr>
<tr>
<td>9</td>
<td>3/4/19-3/10/19</td>
<td>March 10, 2019</td>
<td>Week Nine- Teaching your lesson plan</td>
<td>Writing Rubric</td>
<td>25</td>
</tr>
<tr>
<td>Spring Break</td>
<td>3/11/19-3/17/19</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date - End Date</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>3/18/19 - 3/24/19</td>
<td>March 24, 2019</td>
<td>Week Ten - Current Trends in Curriculum</td>
<td>Writing Rubric</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>3/25/19 - 3/31/19</td>
<td>March 31, 2019</td>
<td>Week Eleven - Designing a New Lesson &amp; Assessment: Dance History or Creative Movement/Choreography</td>
<td>Lesson Plan Rubric</td>
<td>150</td>
</tr>
<tr>
<td>12</td>
<td>4/1/19- 4/7/19</td>
<td>April 7, 2019</td>
<td>Week Twelve - Designing a new lesson and Assessment: Dance Technique</td>
<td>Lesson Plan Rubric</td>
<td>150</td>
</tr>
<tr>
<td>13</td>
<td>4/8/19- 4/14/19</td>
<td>April 14, 2019</td>
<td>Week Thirteen - Meaningful &amp; Authentic Assessment Design and Delivery</td>
<td>Lesson Plan: Assessment Only Rubric</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>4/15/19 - 4/21/19</td>
<td>April 21, 2019</td>
<td>Week Fourteen - Understanding the purpose of curricula</td>
<td>Final Curriculum Project Rubric (part one)</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>4/22/19 - 4/28/19</td>
<td>n/a</td>
<td>Week Fifteen - Your Dance Curriculum</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**TOTAL POINTS POSSIBLE: 1,000**

letter grade:
A=900-1000 points 
B=800-899 points 
C=700-799 points 
D=600-699 points 
F=599 and under

Plus and minus letter grades are available at teacher discretion.
Rubrics are available for each of the three types of assignments listed below. You may view them on Canvas.
Disability Resources & Access: It is the policy and practice of the university to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement, such as time-limited exams, inaccessible web content, or the use of non-captioned videos, please notify the instructor as soon as possible. Students requesting accommodation should contact Disability Support Services at (970) 351-2289 or stop in at Michener Library L-80.

Academic Integrity: Plagiarism / Consequences

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty: http://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf.

Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

If faculty would like to provide more specific information about Academic Integrity, they may use the examples and resources below.

<table>
<thead>
<tr>
<th>Specific examples of academic dishonesty to provide to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of academic dishonesty (not limited to):</td>
</tr>
<tr>
<td>• <strong>Cheating</strong> – A student uses a smart phone to access the internet while taking a quiz.</td>
</tr>
<tr>
<td>• <strong>Copyright infringement</strong> – A student uses a photograph found on the internet in a presentation without obtaining permission from the photographer.</td>
</tr>
<tr>
<td>• <strong>Deception</strong> – A student gives a dishonest excuse when asking for a deadline extension.</td>
</tr>
<tr>
<td>• <strong>Denying access to information or material</strong> – A student makes library or shared resource material unavailable to others by deliberately misplacing those resources.</td>
</tr>
<tr>
<td>• <strong>Fabrication</strong> – A student invents data in an academic work.</td>
</tr>
<tr>
<td>• <strong>Facilitating academic misconduct</strong> – A student knowingly allows a portion of their work to be used by another student.</td>
</tr>
<tr>
<td>• <strong>Plagiarism</strong> – A student represents the ideas of another in a paper without citing and referencing the work.</td>
</tr>
<tr>
<td>• <strong>Sabotage</strong> – A student prevents others from completing their work by opening a window to affect a temperature controlled experiment.</td>
</tr>
</tbody>
</table>
Unauthorized collaboration – A student works with other students on a paper without the specific permission of the instructor.

Procedural information about academic misconduct. *Important if not addressed in the grading information.*

Work that violates these values is incompatible with the goals of this class and will not be tolerated. Students who are found responsible for a violation of the Academic Misconduct Policy will receive a failing grade. Students have the right to appeal and may do so by following the procedures described in the Academic Appeals policy.

*Important if VeriCite is used for papers.*

In this course, we will be employing VeriCite software as a tool for identifying plagiarism. VeriCite is useful in helping to determine whether or not a writer is relying too heavily upon sources and whether a writer has given appropriate credit to an author or source. Students agree that by taking this course that all required papers will be reviewed by VeriCite and acknowledge that the papers will be included as source documents in the VeriCite reference database solely for the purpose of detecting plagiarism.

The Dean of Students Office / Student Resources

The Dean of Students (DOS) Office is located in the lower level of Michener Library, L15 to share concerns and navigate difficult situations. Student Outreach and Support, Student Rights and Responsibilities, Student Legal, Bear Pantry, and Student Judiciary are located here to assist you.

Sexual Misconduct / Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit [http://www.unco.edu/sexualmisconduct/](http://www.unco.edu/sexualmisconduct/) or contact the Office of Institutional Equity and Compliance (970-351-4899).
Equity and Inclusion Statement
The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

If you would like to learn more about discrimination and harassment at UNC, or report an incident, please visit http://www.unco.edu/dean-of-students/information/discrimination.aspx or contact the Office of Institutional Equity and Compliance (970-351-4899).

Evaluating Colorado Teachers Standards (August 2012)

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Quality Standard IV: Teachers reflect on their practice.

Quality Standard V: Teachers demonstrate leadership.

Colorado Academic Standards for Dance
The content of this class satisfies the following Colorado Dance Standards:

Standard 1: Movement, Technique, and Performance

- Understand that dance performance requires technical competency.
- Demonstrate competence and confidence in performing a variety of dance styles and genres.
- Demonstrate awareness of fitness, wellness, and the body’s potential for movement.

Standard Grade Level Expectations:

High School – Extended Pathway
• Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation. (As part of this class, student must be able to assess these skills in others.)
• Perform advanced movement with expression and artistry. (As part of this class, student must be able to assess these skills in others.)

High School – Fundamental Pathway

• Demonstrate dance movement skills with technical proficiency and kinesthetic body awareness. (As part of this class, student must be able to assess these skills in others.)
• Anatomical awareness heightens movement potential. (As part of this class, student must be able to assess body awareness in others.)
• Understand the components of the performance process. (As part of this class, student must be able to analyze and describe these components.)

Eighth Grade

• Various foundational dance styles (ballet, modern, jazz, tap). (As part of this class, student must be able to design curricula and assessments based on these dance styles.)
• Articulate correlations among anatomy, kinesiology, and dance movement. (As part of this class, student must be able to assess these correlations.)
• Develop a proper nutrition regimen for dance. (As part of this class, student must be able to design a nutrition regimen for others.)

Seventh Grade

• Demonstrate alignment control during warm-up and locomotor sequences. (As part of this class, student must be able to design an assessment of the alignment of others.)
• Demonstrate performance skills. (As part of this class, student must be able to assess performance skills in others.)
• Demonstrate value of sequence in a warm-up. (As part of this class, student must be able to design an appropriately sequenced warm-up.)
• Identify appropriate posture. (As part of this class, student must be able to assess the posture of others.)

Sixth Grade

• Demonstrate movement originating from a strong center. (As part of this class, student must be able to analyze strength of center in others.)
• Perform basic movement phrases containing choreographic intent. (As part of this class, student must be able to assess intent in movement phrases performed by others.)
• Demonstrate skills in foundational dance forms (ballet, modern, tap, jazz). (As part of this class, student must be able to design assessments of dance skills of others in foundational dance forms.)

Fifth Grade
• Perform basic dance movements/technique. (As part of this class, student must be able to describe basic dance movements in written form.)
• Perform a movement phrase, or dance with a variety of intent. (As part of this class, student must be able to analyze variety of intent in movement phrases and dances performed by others.)

Fourth Grade

• Perform dance phrases using dance elements and movement skills. (As part of this class, student must be able to design lessons and curricula using the dance elements and movement skills.)
• Perform dances from at least two different styles or genres. (As part of this class, student must be able to distinguish between and design lessons and curricula based on at least two different styles and genres.)

Third Grade

• Perform dance studies with accuracy. (As part of this class, student must be able to create lessons and curricula and design assessments of dance studies performed by others.)
• Move with intent while developing technique. (As part of this class, student must be able to design assessments of movement intent of others while they are performing dance technique.)

Second Grade

• Perform simple dance studies. (As part of this class, student must be able to create lessons and curricula and design assessments of dance studies performed by others.)
• Explore moods and feelings in performance. (As part of this class, student must be able to assess the moods and feelings of others in a dance performance.)

First Grade

• Perform movement phrases alone and with others. (As part of this class, student must be able to design assessments of movement phrases performed by others.)
• Demonstrate the elements of dance (space, time, and energy) in movement phrases. (As part of this class, student must be able to assess the use of the dance elements in movements performed by others.)

Kindergarten

• Demonstrate simple phrases of movement in time and space. (As part of this class, student must be able to design lessons and curricula to help others create movement phrases using time and space.)
• Move with intent to music and other stimuli. (As part of this class, student must be able to create lessons and curricula to help others move with intent to music and other stimuli.)

Standard 2: Create, Compose, and Choreograph

• Demonstrate an understanding of form and structure to create dances.
• Demonstrate and use the principles and practices of choreography in the creative process.
• Improvise and create movement based on an intent or meaning.
• Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion.

**Standard Grade Level Expectations:**

**High School – Extended Pathway**

• Refine the creative process in dance-making. (As part of this class, student must be able to describe, discuss and explain the creative process of dance-making to others.)
• Compose dance works that convey meaning and intent. (As part of this class, student must be able to design lessons and curricula that help others compose dance works that convey meaning.)
• Utilize choreography components then creating dance works. (As part of this class, student must be able to design lessons and curricula that help others choreograph using the choreography components.)

**High School – Fundamental Pathway**

• Utilize the principles and practices of choreography to create dance works. (As part of this class, student must be able to design lessons, curricula and assessments that help others use the principles and practices of choreographic craft when making dances.)
• Apply the creative process to dance-making. (As part of this class, student must be able to design lessons and curricula that help others understand the creative process as it applies to dance-making.)
• Understand form in choreography. (As part of this class, student must be able to design lessons, curricula and assessments that help others understand and use form during dance-making.)

**Eighth Grade**

• Correlation between choreographic intent and choreographic product. (As part of this class, student must be able to design lessons and curricula that help others understand the correlation between choreographic intent and the product.)
• Create abstract movement using imagery. (As part of this class, student must be able to design lessons and curricula that help students understand and use imagery as it applies to creative work.)

**Seventh Grade**

• Choreographic intent involves making intentional movement choices. (As part of this class, student must be able to design lessons and curricula that help others make meaningful movement choices during dance-making.)
• Effective and appropriate use of dance elements (space, time, and energy) in creative process. (As part of this class, student must be able to design lesson, curricula and assessments that help others understand appropriate use of the dance elements during dance-making.)
• Group dynamics have distinctive choreographic characteristics. (As part of this class, student must be able to design lessons that help others handle group work during the dance-making process.)
Sixth Grade

- Articulate creative choices required to develop choreographic intent. (As part of this class, student must be able to design lessons and curricula that help others make meaningful and creative movement choices during dance-making.)
- Demonstrate basic composition skills. (As part of this class, student must be able to design lessons and curricula to help others acquire basic composition skills.)
- Movement phrases are developed based on both existing knowledge and new discoveries. (As part of this class, student must be able to design lessons and curricula that help others create movement phrases based on a variety of sources.)

Fifth Grade

- Create group dances. (As part of this class, student must be able to design lessons and curricula that help others create group dances.)
- Create a dance incorporating compositional elements. (As part of this class, students must be able to design lessons, curricula and assessments that help others use compositional elements during dance-making.)

Fourth Grade

- Create simple group dances. (As part of this class, student must be able to design lessons and curricula that help others create group dances.)
- Create a short dance using compositional elements. (As part of this class, students must be able to design lessons, curricula and assessments that help others use the elements of composition during dance-making.)

Third Grade

- Design a group dance study using the elements of dance (space, time, and energy). (As part of this class, student must be able to design lessons, curricula and assessments that help others use the dance elements during dance-making.)
- Create a short dance using compositional principles (form/structure and design). (As part of this class, student must be able to design lessons, curricula and assessments that help others use compositional principles during dance-making.)

Second Grade

- Create a dance work alone and with others, and incorporate a movement motif. (As part of this class, student must be able to design lessons and curricula that help others work with movement motifs during dance-making.)
- Create expressive movement to music and other stimuli. (As part of this class, student must be able to design lessons and curricula that help others create expressive movement.)

First Grade
• Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources. (As part of this class, student must be able to design lessons and curricula to help others create simple movement phrases based on a variety of ideas.)
• Create a solo dance with changes in space or timing to reflect different feelings. (As part of this class, student must be able to design lessons and curricula that help others create solos that incorporate changes in space or timing.)

Kindergarten
• Improvise movement to music and other stimuli. (As part of this class, student must be able to design lessons and curricula that facilitate others’ improvisational efforts.)
• Translate simple ideas and stories into movement phrases alone and with a partner. (As part of this class, student must be able to design lessons and curricula that enable others to translate simple ideas and stories into movement phrases.)

Standard 4: Reflect, Connect, and Respond
• Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces.
• Discover connections to academic content areas, social activities, mass media, and careers.
• Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion.

Standard Grade Level Expectations:

High School – Extended Pathway
• Apply critical analysis to new dance works, reconstructions, and masterpieces. (As part of this class, student must be able to design lessons, curricula and assessments that help others critique dance works.)
• Articulate connections to dance. (As part of this class, student must be able to design lessons and curricula that help others articulate connections between a variety of stimuli and dance.)

High School – Fundamental Pathway
• Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces. (As part of this class, student must be able to design lessons, curricula and assessments that help others critique dance works.)
• Articulate connections to dance. (As part of this class, student must be able to design lessons and curricula that help others articulate connections between a variety of stimuli and dance.)

Eighth Grade
• Communicate choreography through written, oral, and practical applications. (As part of this class, student must be able to design lessons, curricula and assessments that help others communicate about choreography.)
• Formal critiques and analysis demonstrate an understanding of dance-making. (As part of this class, student must be able to design lessons, curricula and assessments that help others critique dance works and understand dance-making.)

Seventh Grade

• Formal analysis and critique protocols. (As part of this class, student must be able to design lessons, curricula and assessments that help others analyze and critique dance works.)

Sixth Grade

• Critical analysis of dance works requires specific criteria and documentation. (As part of this class, student must be able to design lessons and curricula that help others understand and use specific criteria and documentation to analyze dance works.)

Fifth Grade

• Analyze and evaluate dance works. (As part of this class, student must be able to design lessons, curricula and assessments that help others analyze and evaluate dance works.)
• Use basic dance vocabulary to analyze dance works. (As part of this class, student must be able to design lessons and curricula that teach others how to use dance vocabulary to analyze dance works.)

Fourth Grade

• Compare and contrast the work of well-known choreographers. (As part of this class, student must be able to design lessons and curricula that help others compare and contrast works created by well-known choreographers.)
• Evaluate the functions of dance training and rehearsal as they contribute to a performance. (As part of this class, student must design lessons and curricula that help others understand how training and rehearsal contribute to a dance performance.)

Third Grade

• Describe the use of dance elements in choreography. (As part of this class, student must design lessons, curricula and assessments that help others use the dance elements in a skillful way during dance-making.)

Second Grade

• Compare and contrast different dance styles and world dance forms. (As part of this class, student must design lessons and curricula that help others compare and contrast dance styles and forms.)
• Describe the feeling that is communicated through various dances. (As part of this class, student must design lessons and curricula that help others understand how feelings can be communicated through dance.)

First Grade
• Respond to different dance styles using basic stylistic vocabulary. (As part of this class, student must design lessons and curricula that help others use basic dance vocabulary to describe different dance styles.)
• Display, discuss, and demonstrate appropriate etiquette at a dance performance. (As part of this class, student must design lessons and curricula that describe and demonstrate appropriate dance performance etiquette.)

**Kindergarten**

• Observe different dance styles, and describe one movement you remember. (As part of this class, student must design lessons and curricula that help others observe, describe and remember different types of dance movements.)
• Use knowledge of cultural and historical dance forms to translate into performance. (As part of this class, student must be able to design lessons and curricula that assists others in performing cultural and historical dances.)

**The National Council for Accreditation of Teacher Education (NCATE) Standards**

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

**Standard 2: Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

**Standard 3: Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**Standard 4: Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

**Standard 5: Faculty Qualifications, Performance, and Development**
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Standard 6: Unit Governance and Resources**

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.