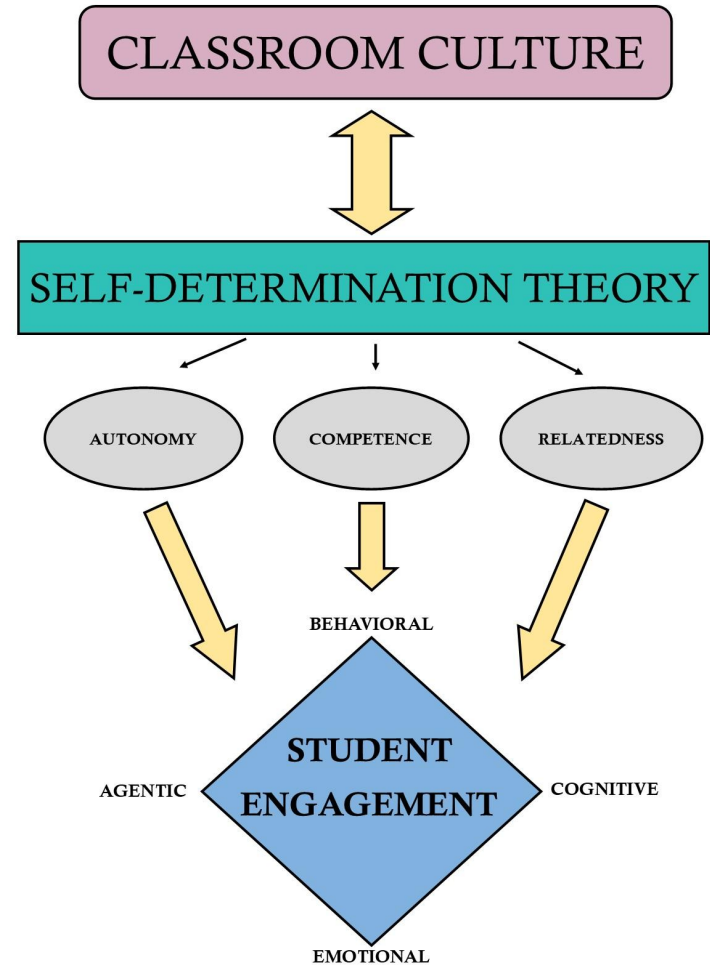


Understanding How A Needs-Supportive Classroom Culture Supports Student Engagement in Dance Education

Laura Stauderman, Ed.D



MY BACKGROUND

- Involved in dance education since 1980
- Father was an educator and basketball coach
- BFA in Dance & Dance Education from the University of the Arts
- MA in Arts Education from Teachers College, Columbia University
- Over 25 years of experience as a Dance Director
 - Performing Arts Magnet High School (FL)
 - 6-12 Private School (NJ)
 - IB Magnet Middle School (NC)
 - Public High School (NC)
- Ed.D in Educational Leadership & Management with a concentration in Creativity & Innovation from Drexel University
- Serve as the K-12 Dance & Visual Arts Consultant with the North Carolina Department of Public Instruction Office of Teaching & Learning

A BREAK FROM TRADITION



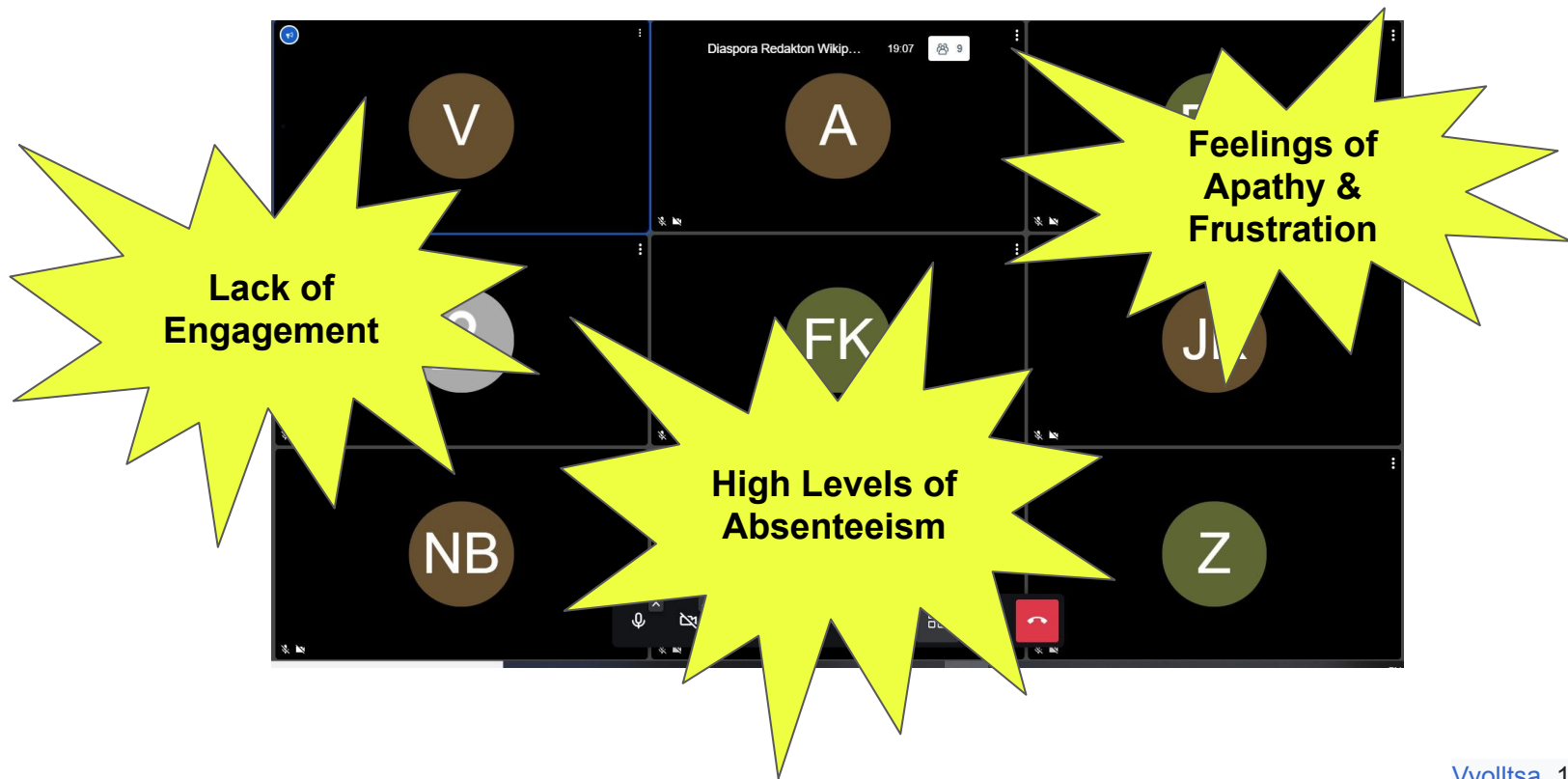
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Student-Centered Approach



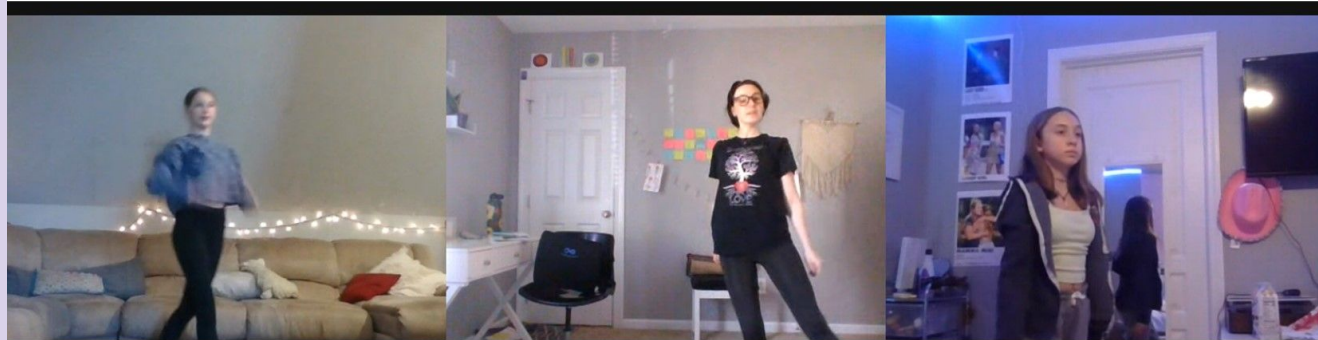
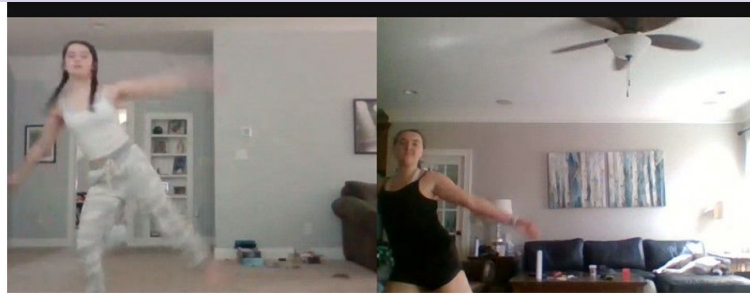
1998 - 2020

THE PANDEMIC EXPERIENCE



**What was
the cause
for the
differences
in our
classroom
experience**

?

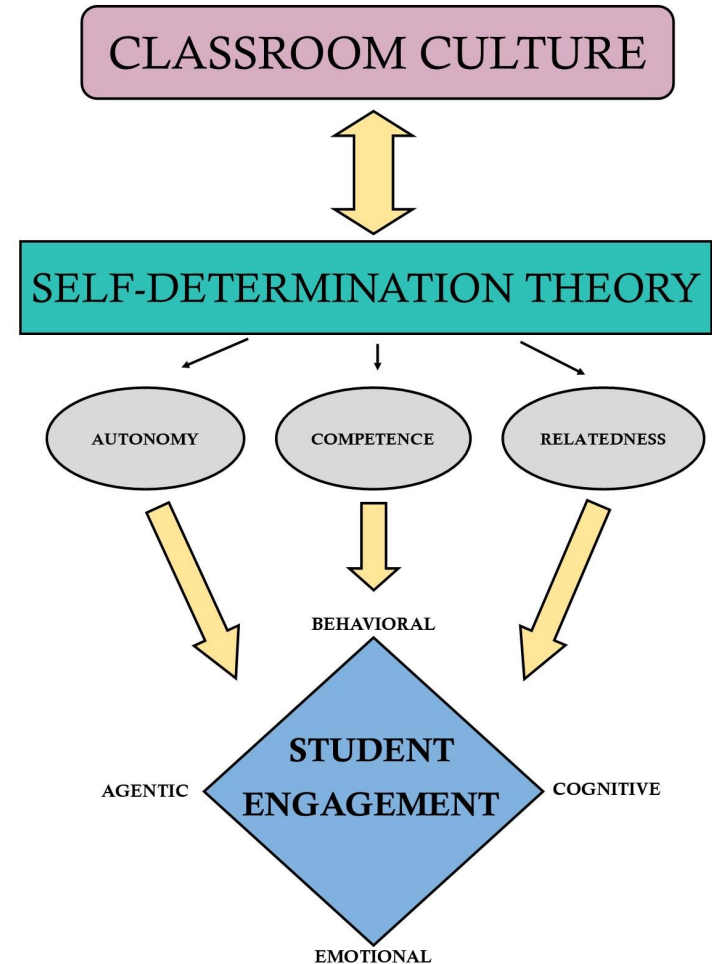


A DEEPER EXAMINATION

What role did classroom culture play in fostering student engagement?

How were we creating the classroom culture?

How were my students engaging in their daily instruction?



Spring Beginning Modern I Class

STUDENT VOICE & CHOICE

Changes in Spatial
Relationships

Use of Canon

Use of Spatial
Levels

Exploration of
Positive & Negative
Space

Skill: Leap &
Choreographic
phrase



Shift in Grading Practices

Performance Project			
Name	Level	Quarter	Date
	4	3	2
			1

SKILL BASED ASSESSMENT

Performance quality	Evident of well rehearsed, stage-quality, polished work.	Student is well focused throughout routine with minor mistakes or few areas for better stage presence.	Student remains focused but lacks expression and often looks to follow others. More rehearsal is needed. Mistakes are frequent.	Student loses focus or must take break/pause in choreography. Work is not prepared.
Averaged into Skill Grade 50%	Student is well focused throughout routine. Exemplary performance.	performance meets expectation		

Technique	Body shape/line and flexibility are exemplary. Full range of motion at hip and arm joints	Slight areas for improvement Body shape/line is performed correctly with only a few minor mistakes. Good extension, rotation, torso/pelvis.	Student struggles with limited flexibility. Body shape/line is often in need of correction. Turnout and torso/pelvis alignment could be improved. Lengthening extension needed.	Student has very little range of motion. Body shape/line needs improvement throughout work. Movement is often indirect and not performed with proper exertion. Joints are often bent rather than extended fully.
Averaged into Skill Grade 50%	Hamstrings and back. Proper rotation of limbjoints. Student has an outstanding degree of ability and skill.	Dynamics could be further explored but overall their technique is good.		

	work and details of improvements which could be made. Exemplary work.	expectations.		
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EFFICACY IS ITS OWN REWARD

**Setting
Attainable
Goals &
Guiding
Progress**

**Student
Reflection &
Sharing**

**Opportunities
for Formative &
Summative
Feedback**



RELATIONSHIPS MATTER

**Identity,
Authenticity
&
Vulnerability**

**Greater
Risk-Taking
Behaviors - Less
Fear of
Judgement &
Failure**

**Sense of
Belonging**

**Increased
Responsibility
and
Dependency**



Our Students are Deserving of Needs-Supportive Classroom Cultures



HOW CAN WE HELP TEACHERS?



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On Unsplash
Hang'ART, Boulevard Edouard Lacour,
Agen, France
Published on July 16, 2024
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Autonomy Support

- The transformation of pedagogical practices from a teacher-centered mentality to one where students are empowered to have agency over their learning.
- Methods for deepening educator's understanding of students' identity, including personal interests, strengths, and areas for growth
- How to guide design thinking in nurturing the development of students' ideas
- How to create opportunities for student choice that extends beyond a selection from teacher-established menu options. Instead choice should offer limitless opportunities for students to design their own personal pathways in discovery of relevant learning needs
- Assessment strategies that include the design of standards-based rubrics that simultaneously provide students with structure and freedom for creativity and innovation
- How to incorporate reflective practice in their and their students' learning to increase metacognition and a growth mindset

Competency Support

- The awareness of the multifaceted ways in which students acquire and apply knowledge
- How to promote metacognitive skill development to boost student self-discovery and awareness of learning needs
- Understanding how to cultivate a growth mindset in students and bolster grit, determination, and perseverance character traits
- How to define clear learning goals and objectives with students and scaffold instruction for successful mastery of those goals
- Methods for authentic assessment and the provision of formative and summative feedback
- How to involve students and peers in the self-evaluation and peer-evaluation process to improve performance outcomes
- The importance of providing multiple opportunities for practice and failure support

Relatedness Support

- Cultivate empathy to support students' social and emotional needs
- Be an authentic leader, recognize the need for transparency and vulnerability to build trust
- Hone communication and listening skills for effective dialogue and communication
- Facilitate social interaction and the formation of personal connections in learning environments
- Daily rituals for connection
- Use language to establish a sense of unity “we”, “us”, “ours” and classroom identity “dancers” “artists” “scientists” “mathematicians” etc.

Contact Me

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Thank You!