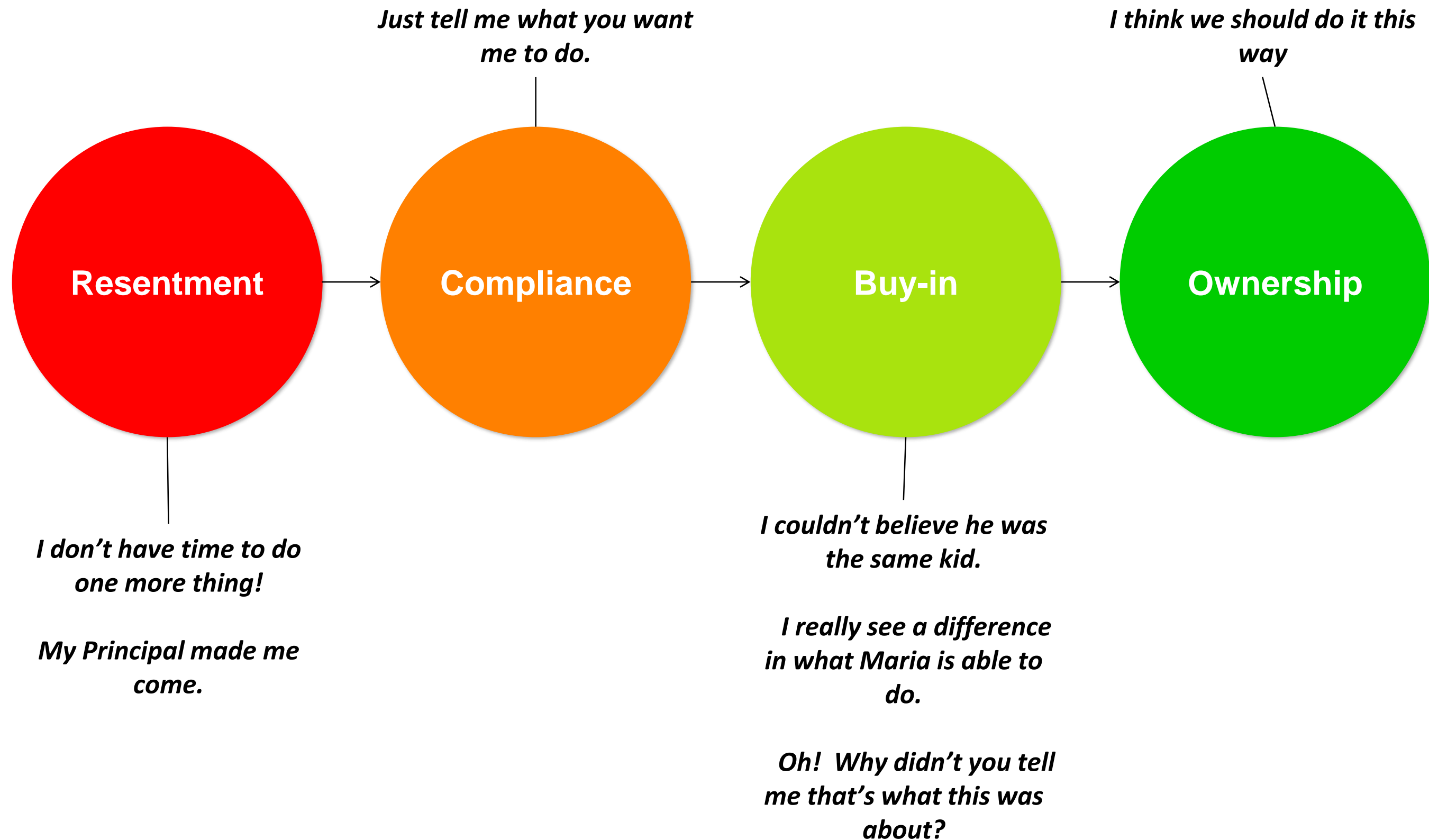




# **Parallel Structures Transforming Teaching and Learning Ecosystems**

# Continuum of Engagement

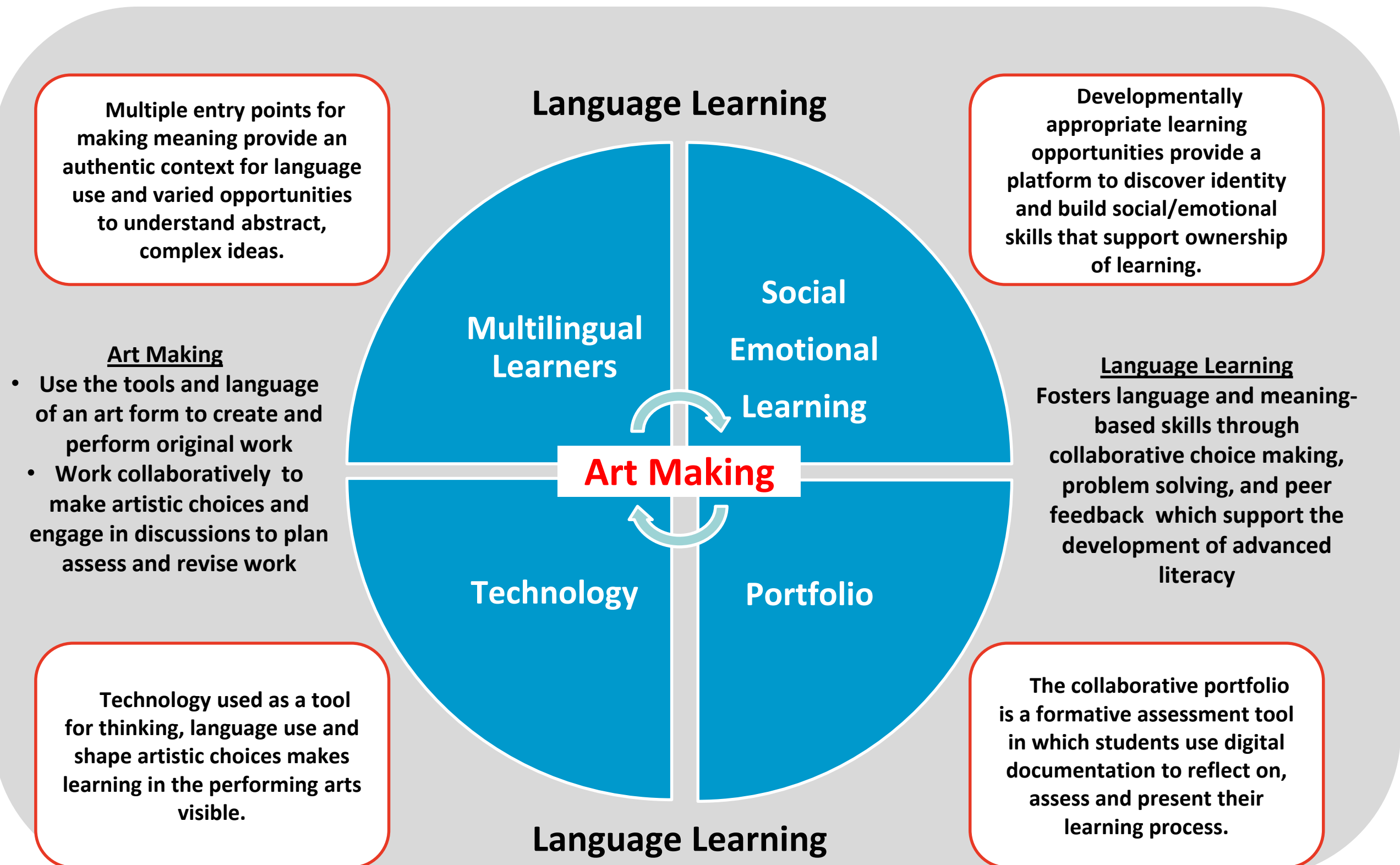


# Learning Environments

*Gibbons, 2009 Learning Zones*



# Digital DELTA in Middle Schools



# Parallel Support Structures

STUDENTS	EDUCATORS
Large & Small Group Formats	Large & Small Group Formats
Authentic Arts Learning experiences Protocols for giving/receiving feedback	Authentic Arts Learning experiences Protocols for giving/receiving feedback
Collaborative conversations Use of language in authentic context Language supports	Collaborative conversations Professional development focused on action research
Digital Portfolios Technology as a tool for learning Formative assessment	Digital Portfolios Technology as a tool to study the use of a language acquisition strategy and its impact on student learning
Portfolio Analysis & presentation	Digital sharing of findings from action research

# Student Collaborative Portfolio

## **Residency Program: Dance / Theater**

- ☐ Toolbox: the basics
- ☐ Small Group Work: apply Arts Toolbox to original work
- ☐ Integrated Components
  - Formative Assessment
  - Digital – iPad make work-in-progress visible
  - Collaborative Portfolio Template – captures process
- ☐ Presentations
  - Performance
  - Collaborative Portfolio Presentation

# Collaborative Dance Portfolio

Date



Group members names:

School: IS 226k

Artists: Kim Grier & Nami Kagami

Class#:

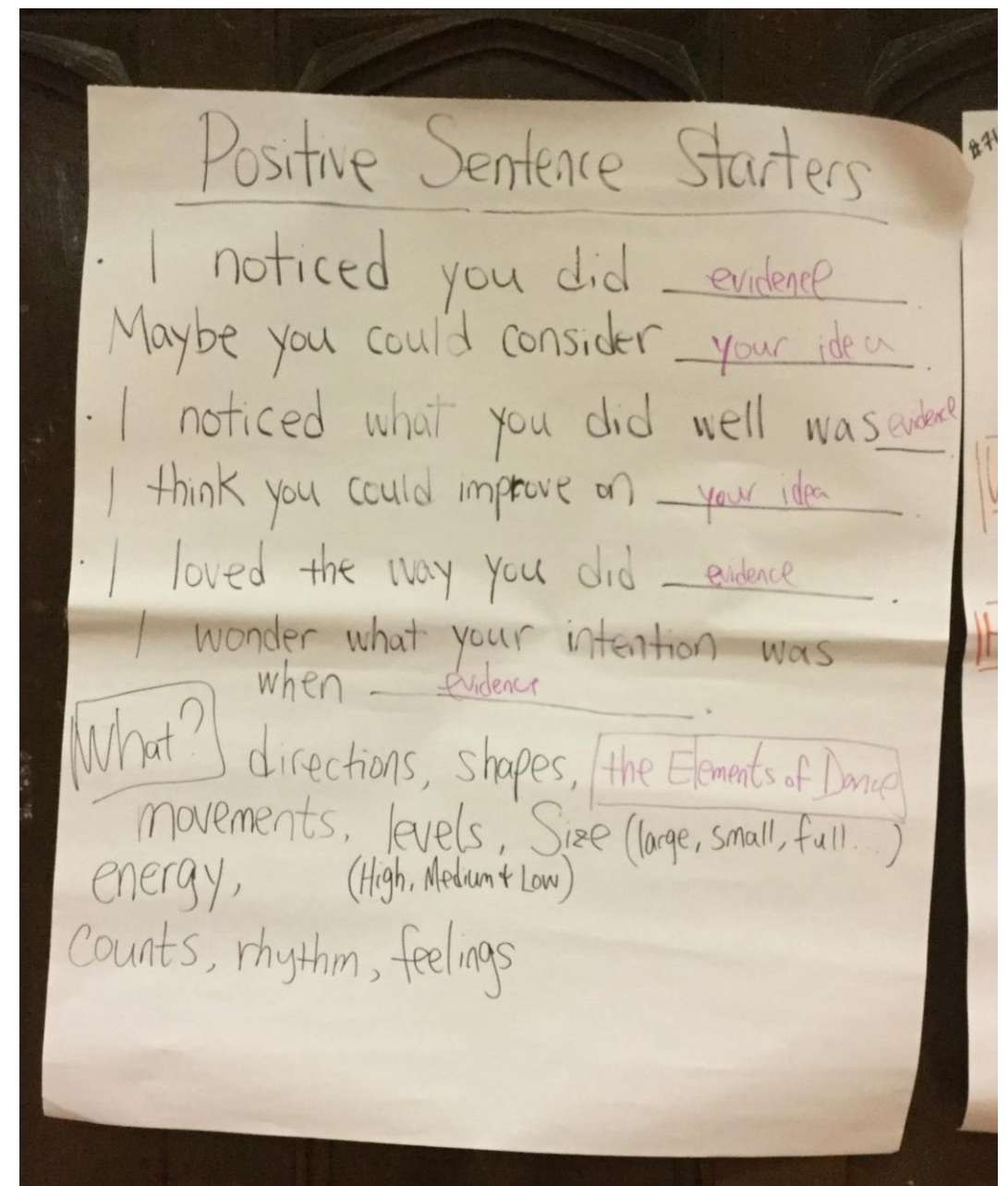
Teacher Name:



# Dance Learning

## Giving Peer Feedback

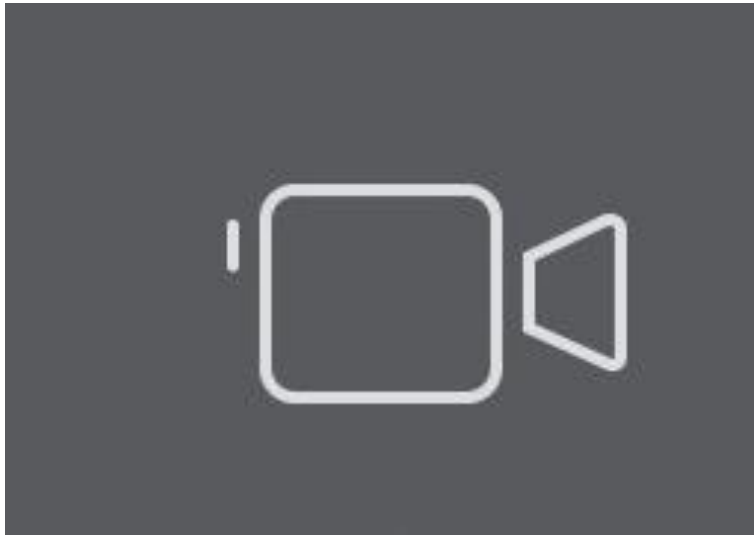
### Prompts and positive sentence starters





# Dance Making

## Group Brainstorming & Planning - Variation on Choreography



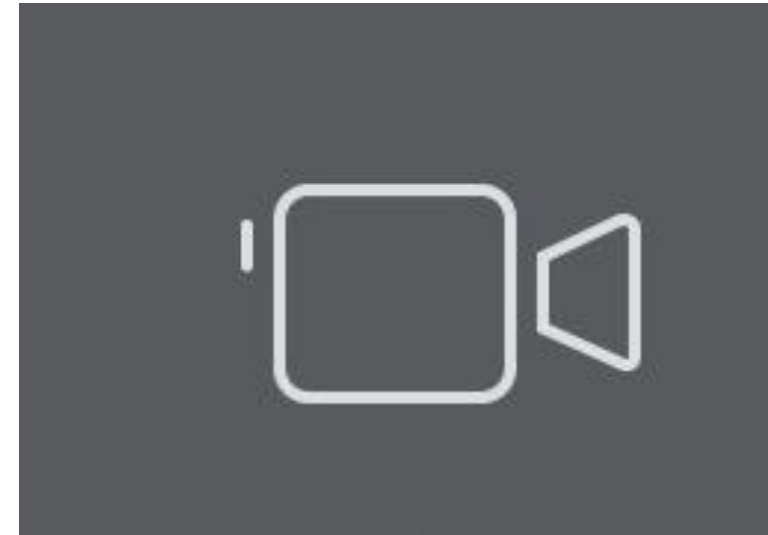
### Discussion

What did our group select to focus on to create our variation (elements of dance, emotion, movement quality)?

How is our variation different from the original choreography?

What challenges did we encounter as a group?

In our next rehearsal, we will...



### Work-in-Progress Dance

- **Answer**
- **Answer**
- **Answer**
- **Answer**

# Dance Making

## Peer Feedback - iPad Exchange

**Using the questions below give the other group feedback by creating a video:**

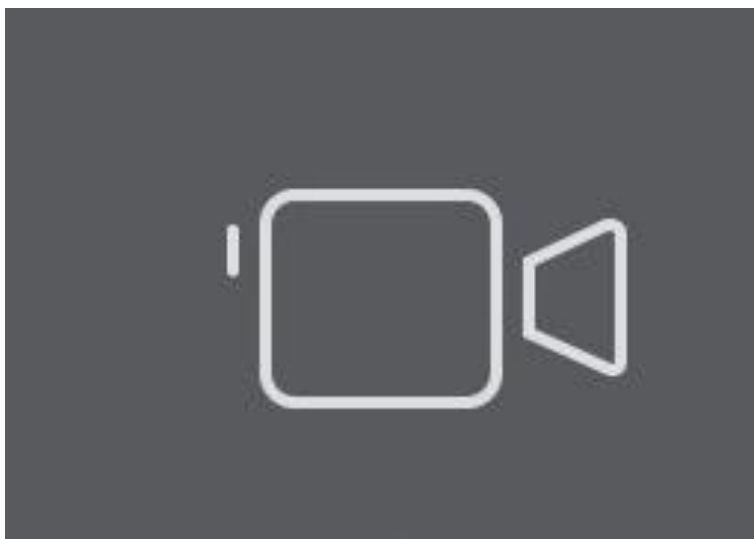
What did they do well as a group?

What elements of dance and/or emotions are visible in their dance?

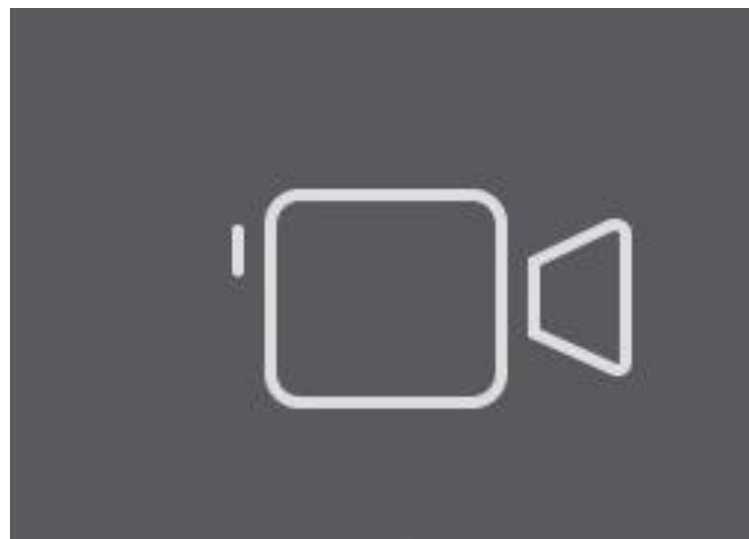
How does their dance show clarity and a clear sequence?

What are some suggestions you would like to give to this group?

If their dance had a story, what do you think it would be about?



**Dance Group**



**Feedback Video**

### **Feedback Group:**

- Name
- Name
- Name
- Name
- Name

# Dance Making

## Revision

### Plan for next step:

Create a video of your group discussion. Below are guiding questions for your group discussion.

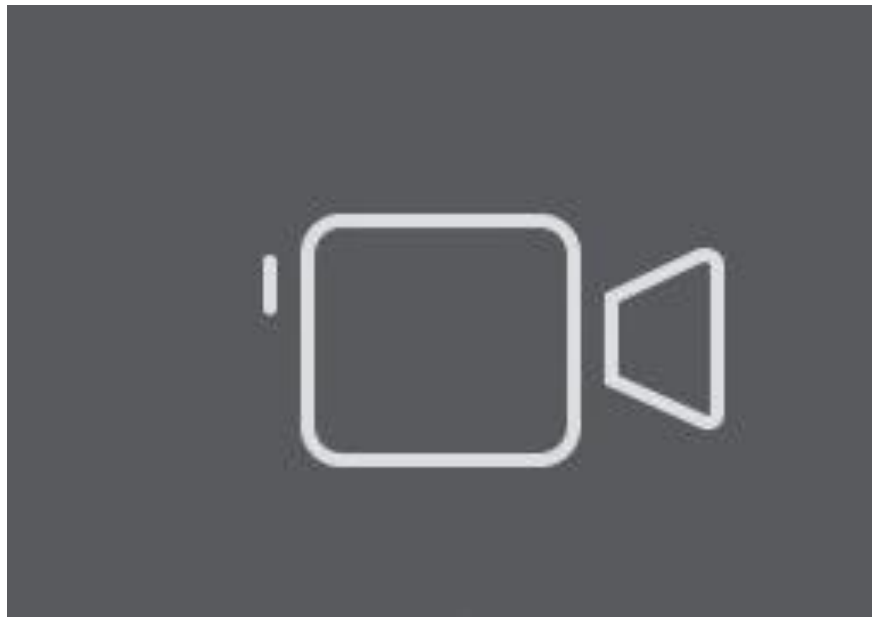
Will we use any suggestions to improve or change our dance?

What changes will my group make?

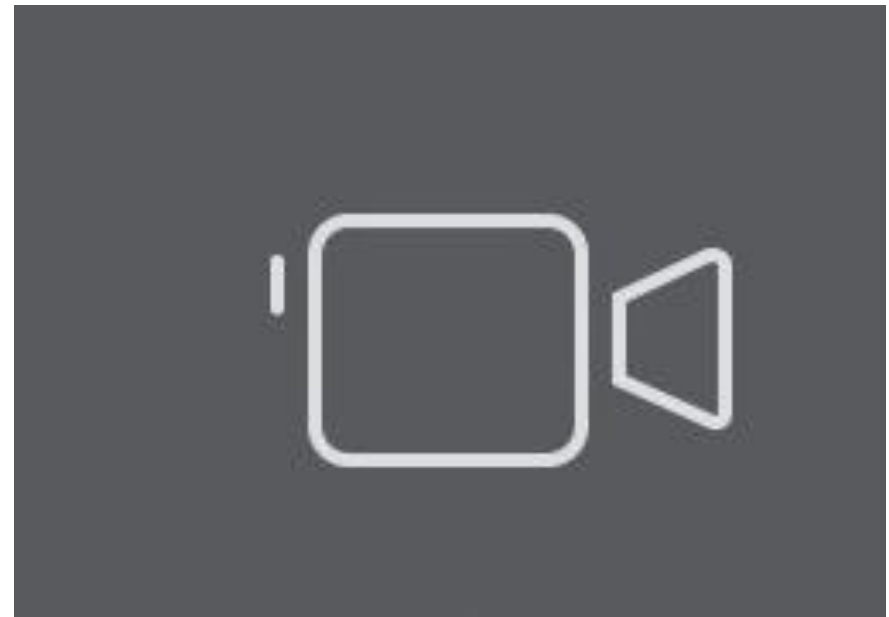
Why are the changes necessary?

How will my group implement/make those changes?

### Group Discussion



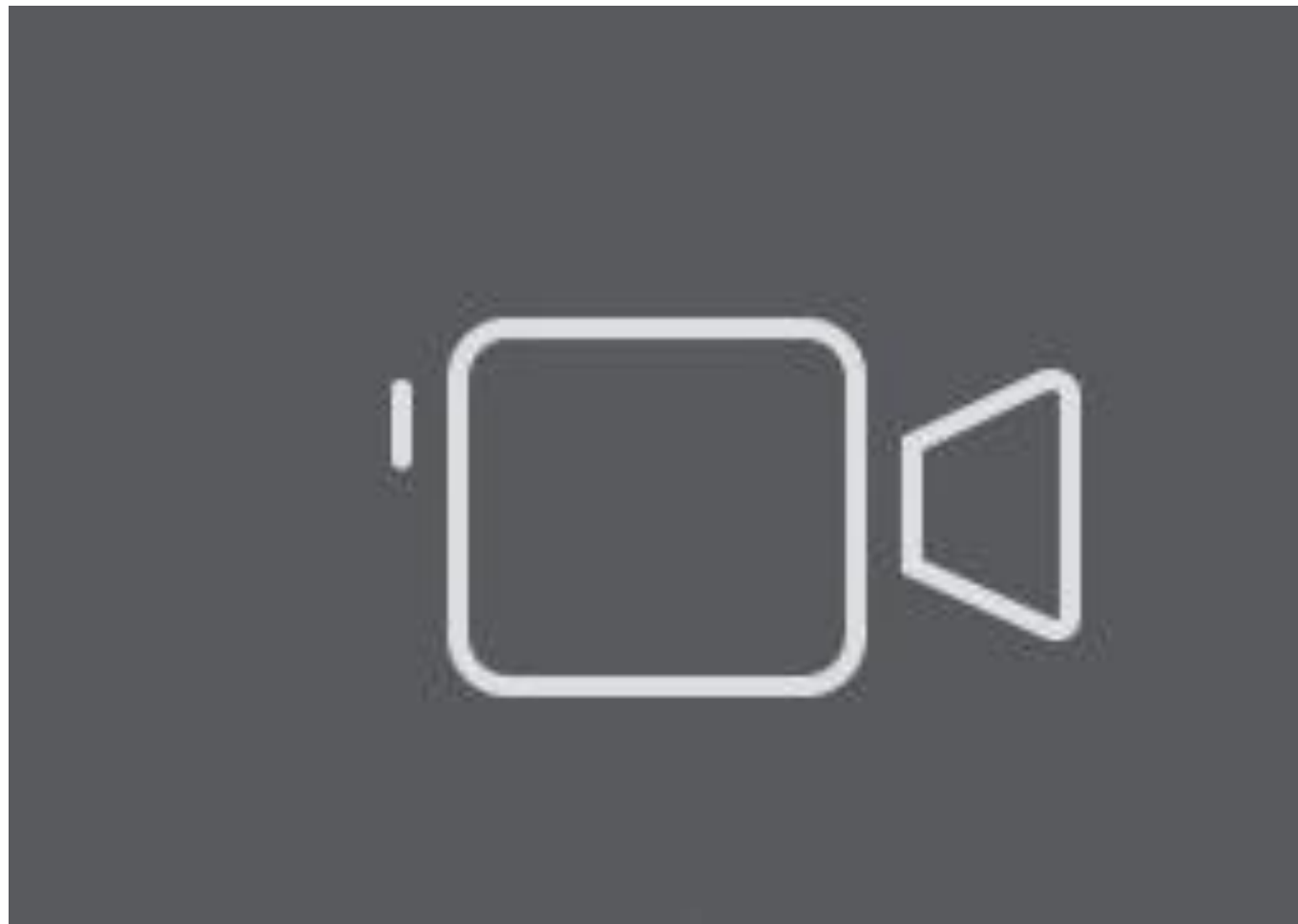
### Revised Dance



# Dance Making

## Final Sharing

### Performance

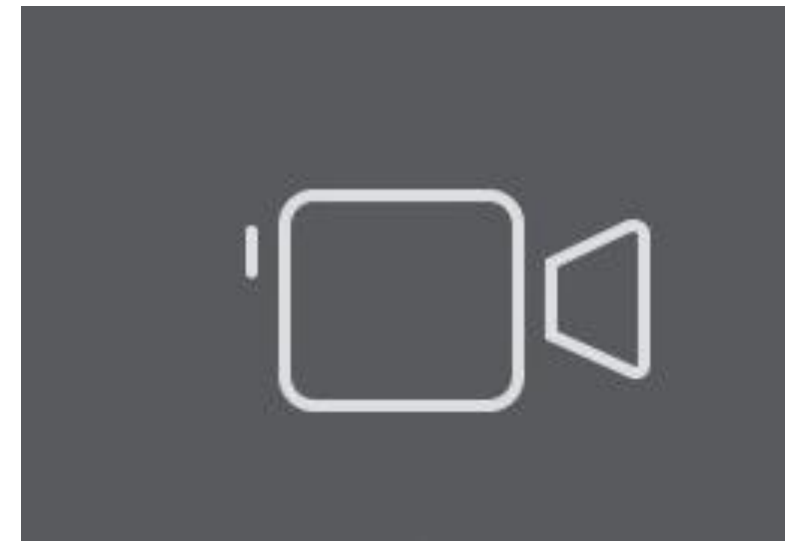


**Create a reflection video about your performance answering these questions:**

Describe today's experience...

How did it feel to share your dance in front of a large audience?

### Group Reflection



# Student Portfolio Presentation Video

# Educator Portfolio

## **Year 1 Portfolio - Experience**

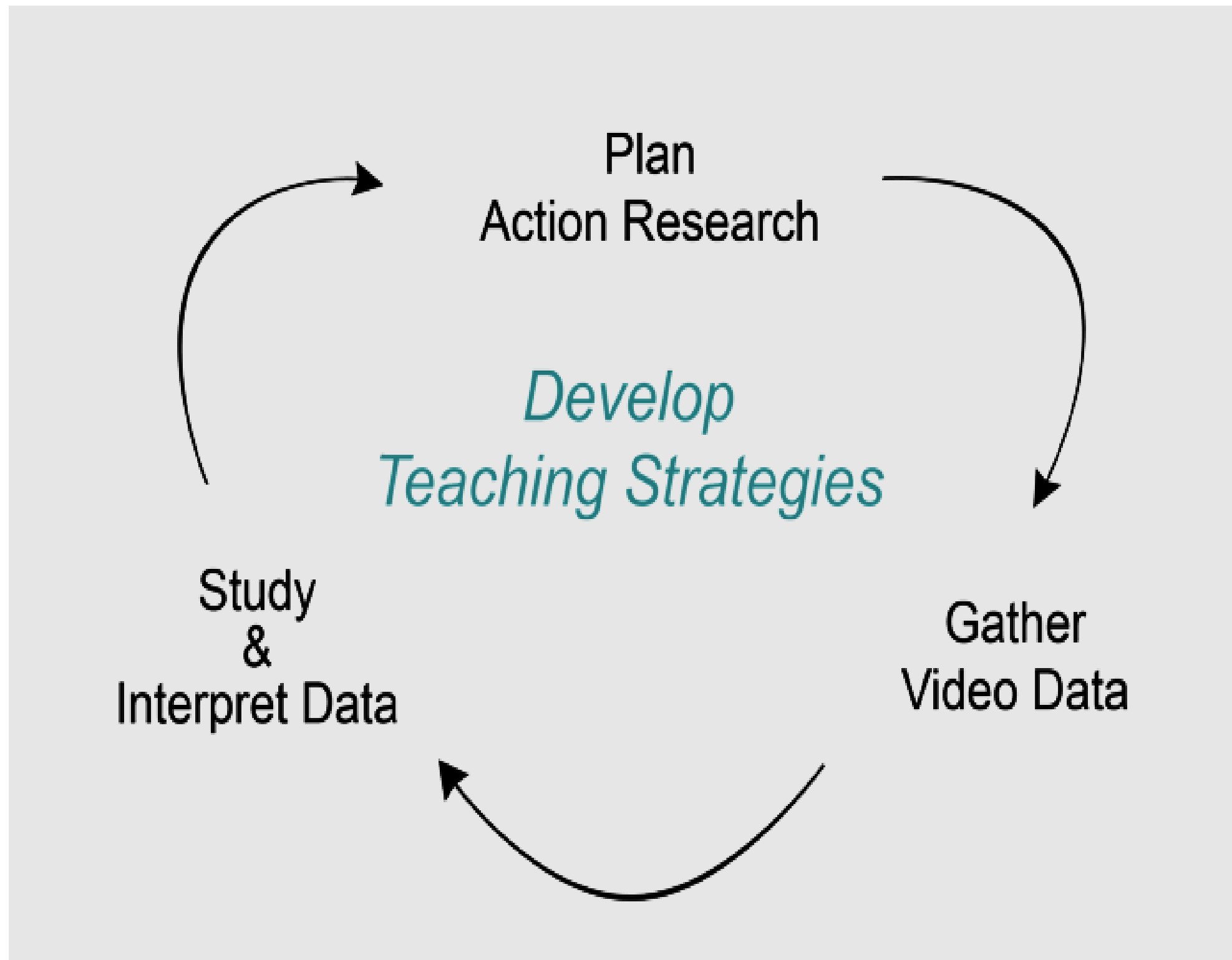
- ☐ Direct parallel to student art-making experience
- ☐ Present Collaborative Portfolio
- ☐ Revise student portfolio template and presentation support tools based on the experience

## **Year 2 Portfolio - Compliance**

- ☐ Action Research - Inquiry
- ☐ Examine effectiveness of language supports
- ☐ Present Portfolio to PLCs

## **Year 3 Portfolio - Ownership**

- ☐ Design their own Action Research Portfolio
- ☐ Present Portfolio to PLCs





# Educator Portfolio Presentation Video