

**CSU Dance EDUCATION IN MOTION Professional Development Seminar
for Colorado K-12 Educators • June 10-13, 2024**



SCHEDULE - subject to change

*Reflecting on the CSU thematic year of Democracy, EIM is focused on CONNECTION, human to human, to the world around us, present and past, and acknowledging lineage of embodied learning and “knowing”.
In addition, how these connections are sustained beyond our week together, to inspire and support our teaching and learning.*

MONDAY, June 10

8:30-9:00 **Welcome/Check-in/Introductions/Community Circle**

9:00-11:45 **Introduction to The Dance Education Laboratory (DEL) Model**

In this interactive workshop, participants will be introduced to the DEL Model for teaching and dance in a variety of contexts. Participants will understand the benefits of a comprehensive dance education and explore the DEL pedagogy through guided movement exploration using applied Laban Movement Analysis (LMA). Dancers will also create a community-based Movement Sentence Choir inspired by the theme of the Dancing Garden and deconstruct the creative process to apply their learning to diverse dance education settings.

92NY's Dance Education Laboratory (DEL) is a nationally renowned professional learning program that equips dance educators with the tools they need to be successful in the dance classroom. Founded in 1995, DEL inspires dance educators to engage in creative, transformational, and ongoing professional development centered on the artistry of teaching and humanistic principles of equity and justice. An advocate of best practices in curriculum development and instruction, DEL provides an inclusive and dynamic laboratory where dancers and educators from diverse communities gather to experience embodied exploration and discovery, collaborative dance-making and self-reflection, and culturally responsive practices.

Ann Biddle, DEL Founding Faculty, Director, DEL Professional Learning and Curriculum Senior Consultant, Director, DEL at Jacob's Pillow, Dance Lecturer, UMASS/Amherst

11:45-12:30 Lunch Break

- 12:30-2:00 **Moving Through Stress: Learning how to recognize and complete the cycle.**
 Learning about the human nervous system and understanding how it toggles between “activation” and rest/recovery is fundamental to emotional regulation, wellbeing, connection, and learning. In this session, we will explore the basics of how the nervous system functions, how to work with it, and how to integrate this knowledge into your learning space to enhance your students' awareness of their own stress response.
Jessica Loveall, MA, EdS, LEP
- 2:00-3:45 **Discussion/Debrief guided by Ann Biddle and Jessica Loveall**
[PS Dance! The Next GENERation](#)
- 3:45-4:00 **Closingm**
 Sharing of resources/review schedule for the next day

TUESDAY, June 11

- 8:30-9:00 Gather/Check-in with Ann Biddle
- 9:00-11:45 **Poetry in Motion: *Sometimes I Feel Like a River***
 Participants will engage in a dance and literacy workshop informed by the DEL *Dance and Literacy: Poetry Moves Me* PrK – 5 curricula developed by DEL in NYC in 2024. The curriculum is grounded in DEL’s pedagogy model that emphasizes expanded vocabulary usage, improving language and communication skills, and strengthening literacy skills through dance learning. Participants will be introduced to lessons from the K-2 dance unit, written by Carina Rubaja, and explore dance-making inspired by the book “Sometimes I Feel Like a River” by author Danielle Daniel and illustrator Josée Bisailon.
Ann Biddle
- 11:45-12:30 Lunch on us! We’ll share lunch together today.
- 12:30-2:00 **IMPACT Dance Company’s Community Engagement Model/EVERY VOICE MATTERS**
 This session will guide educators through IMPACT’s integrated arts engagement program utilizing visual art, movement and writing, to explore identity, experience and to give voice to our stories. Participants will work with IMPACT Dance Company’s artistic director, Judy Bejarano, to create a simple visual art piece as a jumping off point for building individual and small group “movement poems”. We’ll also share examples of modifications to the Every Voice Matters model to create successful collaborations with schools.
IMPACT Dance Company Artistic Director, Judy Bejarano
- 2:05-3:45 **Civics Literacy - *Shapes of Change***
 In this experiential movement-based workshop, participants will examine the intersection between content, artistry, and pedagogy from the perspective of the DEL model of dance education and explore instructional practices and curricular materials that support increasing

civic literacy connected to dance and cultivating social justice awareness in the classroom. This workshop shares the *Civics Literacy & Dance Residency Project* that dance education students at UMASS/Amherst designed and taught with 5th graders under the guidance of Ann Biddle. Participants will receive an overview of the curriculum and engage in an embodied exploration of key areas of the curriculum: protest dances, breaking out of the *status quo*, and understanding how *constraints* can lead to innovation and creativity.

Ann Biddle

3:45-4:00 **Reflect/Q&A/Closing with Ann Biddle**

WEDNESDAY, June 12

8:30-9:00 **Gather/Check-in**
Mindfulness & Intention Setting *with Lisa Morgan*

9:00-10:35 **Trust Building and Embodied Identity through Dance**
Participants explore ways of unlocking expressive potential through curriculum design, course content, and inclusive teaching practices. Moving and discussing, we examine language, activities, and assessment strategies that can help students feel seen, valued, and excited to engage. Successes, challenges, and student outcomes are shared for application in a variety of teaching settings and contexts.
Madeline Harvey, CSU Dance

10:40-11:45 **Culturally Relevant Pedagogy & Teaching: Purpose & Practice in Motion** Studio 102
As educators we need to continually be present in our own learning and teaching to create a beneficial, relational learning experience for students. Culturally relevant pedagogy empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. This presentation will focus on understanding the importance of identity, values, traditions, and celebrations in students' lives, and the awareness of our own. We will address how we may foster the importance of being in community by incorporating various cultural aspects into our curriculum on many levels in our classroom culture honoring identity, history, ancestry and commitment to address social inequities.
Dr. Patrica Vigil, CSU Director of University Partnerships and Student Success, Director of the Alliance and University Partnership Relations

11:45-12:30 Lunch Break

12:30-2:00 **Restoring you and your practice through emotional intelligence. Connect to your personal vision/purpose and inspire your students to find their own.**
It is said that we teach who we are. It is essential in this unprecedented time of heightened student anxiety and depression, and a changing educational landscape, that we model for our students our own development of the skills necessary to understand ourselves and others, navigate our emotions, and connect our daily actions with our purpose. We will explore these themes and how to put them into action.
Pamela Barker, M.A., EQCC

- 2:05-3:15 **Using Improvisational Tools to Explore Attunement with Others, Equity & Inclusion**
In this session we will use movement improvisation, both as individuals and in collaboration with others, as a physical metaphor for including all perspectives equally and de-emphasizing hierarchy. We will explore how to use the skill of improvisation in community as a way of inviting others to step forward and step back as they need. We will honor spontaneous & egalitarian wisdom when we think about our roles as educators, and consider how we can practice this spirit in the simplest of daily actions.
Jessica Loveall, MA, EdS, LEP
- 3:15-3:45 **Educators In Motion** - Design and practice group piece by and for teachers utilizing material generated in previous work.
Educators with Lisa Morgan & Jessica Loveall
- 3:45-4:00 **Closing/Debrief/Reflect**

THURSDAY, June 13

- 8:30-10:30 **Peace, Love, Unity, and Having Fun - Hip Hop as an Empowerment Tool**
In this session, participants will explore a variety of ways hip hop culture can be used as a tool to empower their students. Through freestyle exploration, instructor-led movement activities, and collaborative dialogue, educators will gain some tips and tricks to integrate hip hop culture into their classroom.
Grace Gallagher, CSU Dance Faculty
- 10:40-11:45 **Integrating Mind & Body for Learning**
Our students are natural whole-body learners, intuitively utilizing physical, emotional and cognitive processes. We'll explore how we, as educators, can better understand somatic awareness, neurological connections and developmental considerations for ourselves and our students. We'll work with the BrainDance, developed by dance educator Ann Green Gilbert & the Creative Dance Center.
Lisa Morgan, CSU Dance
- 11:45-12:30 Lunch Break
- 12:45-1:30 **Educator's Tool Box /Movement For Active BRAINS and CSU Dance Movement in the Schools Website**
Tool Box: integrating movement/dance language with core curriculum and the Colorado Academic Dance Standards, to enhance and deepen learning.
Learn about our CSU Dance Resource Bank - Our pedagogy and engagement program students and faculty design and produce lesson plans, teaching units and interactive lecture demonstrations.
Lisa Morgan, Jessica Loveall & Caitlynn Doyle

1:30-3:30

Performance & Workshop with FOCO/FLAVA!

Performance followed by an integrated movement workshop discussion/questions.

Our values echo the motto of hip-hop: Peace * Love * Unity * Having Fun.

FOCO FLAVA led by Ernan Torrez and Kevin Yu

3:30-4:00

Sharing of Educators in Motion Work

Presentation of Certificates

CLOSING

Additional pieces from last year

Dance + Civics + Democracy

In this experiential movement-based workshop, participants will examine the intersection between content, artistry, and pedagogy from the perspective of the DEL model of dance education and explore instructional practices and curricular themes that support increasing civic engagement and cultivating social justice awareness in the classroom. Participants will explore inclusive, equitable, and collaborative practices that support the development of civic engagement through embodied learning experiences.

Ann Biddle, Dance Education Laboratory (DEL)

Moving Into Authentic Relationships & Away From Exclusion: How Proactive & Reactive Restorative Practices Promote Connectedness, Belonging, Taking Responsibility & Repairing Harm When It Occurs.

Everett & Ame Vigil, Restorative Justice Education

Poetry in Motion: Identity & Dreams

Part 1: I Come From

Participants will engage in a dance and poetry integration activity that includes poetry writing, self-reflection linked to identity & positionality and dance making. The *I Come From* dance making activity follows a scaffolded choreographic process that provides numerous opportunities for differentiation and variation.

The *I Come From* lesson plan uses free verse and poetry writing as an entry point for dance-making linked to the theme of personal, cultural, and professional identity. The lesson plan format follows the DEL model and moves sequentially from a warm-up to exploration, development, culmination, sharing, and ends with reflection and application.

Part 2: Langston Hughes' Dream Poems

Participants will explore a dance and poetry unit linked to the dream poems of Harlem Renaissance poet Langston Hughes. We will focus on Hughes' Dreams poems as an entry point for arts integrated learning and will identify movement vocabulary within the poems using the LMA framework. Participants will work collaboratively to choreograph group dances inspired by the poem and consider applications to their own teaching contexts.

Arts in the Schools: An Administrators' Perspective

David Autenriech, Director of Language, Culture & Equity, Poudre School District

Amanda Pawlowski, Assistant Principal at Laurel Elementary School of Arts & Technology