

# STEP TEAM HANDBOOK

2022–2023 SEASON



*More Than Just Great Dancing!*  
Affiliated Dance Studios

 **The  
Dance  
Corner**

# What is STEP?



The Dance Corner's Student Teacher Education Program gives students the opportunity to learn the skills and techniques necessary to be a successful dance instructor.

The program aims to promote the love of dance and knowledge of proper instructional methods and techniques to students.

The program is designed to give every STEP assistant an equal opportunity to participate in the educational process of being a student teacher. The STEP program provides students with the tools to become confident, hardworking, well-informed and eager dance educators and leaders.



## Educational Objectives:

- Develop leadership skills and work ethic
- Learn mentoring skills
- Enhance personal understanding of dance technique
- Increase self-confidence, respect and poise
- Learn to appreciate dance, classrooms and overall instruction from a new perspective
- Develop problem solving and customer relations skills
- Be a positive role model for young children

## Academic and Career Benefits:

- May request letters for recommendation for college applications from TDC staff
- Earn points towards induction into the National Honor Society for Dance Arts
- Mentoring and working with children is an asset on college applications
- May qualify for volunteer hours in some school districts

## Eligibility:

- Minimum age: 11
- Enrolled in at least 1 year of dance at The Dance Corner
- Commitment to STEP team for the entire season (September thru June)
- Understand that there may be rehearsals and additional training or activities required outside of your regular weekly STEP class time
- Agree to arrive 5 minutes early for class and stay after class until all students are safely with their parents (if not possible due to a dance class conflict, please notify STEP{ Team Advisor)
- Enrolled in The Dance Corner's Star Leadership class (Junior or Teen)
- Agree to follow The Dance Corner dress code



## **Expectations:**

- Set a positive example inside and outside the studio.
- Refrain from foul language, negative behavior or disparaging comments about anyone associated with TDC, students, staff or families.
- Be 5 minutes early for your STEP class
- Fulfill all responsibilities through the end of class and always come to class with a positive attitude and a smile.
- Learn each student's name.
- Stand up straight and look interested during class.
  - Don't lean on barres, cross arms or look bored.
  - Always stand, sit, walk, look like a dancer, engaged and interested in class. This will provide a positive role model for your students. Little eyes are ALWAYS watching.
- Notify Miss Carrie of any absences.
  - For a conflict such as a school or family event, please provide 2 weeks notice or more. You are responsible for finding another STEP assistant to fill in during your absence.
  - For illness or emergency, please call the studio immediately AND email or text Miss Carrie. If you are able to find a sub that is helpful, but not required.
- Confidentiality is required. All information pertaining to TDC students and their families is personal and confidential and should not be discussed with anyone other than TDC staff.
- Follow the TDC dress code when assisting classes. You may also wear TDC logo attire. Appropriate footwear is required.
- Hair must be worn back in a pony tail, braid or bun.
- No cell phones are allowed in classes.
- Complete all STEP program assignments by the due date and submit them to STEP Team Advisor in the appropriate format.
- Attend the required monthly Star Leadership class.

## **Classroom Responsibilities:**

- Help students tie and change shoes.
- Assist TDC staff with the safe entrance and exiting of your class from the building.
- Assist instructor with maintaining physical distancing in the classroom and cleaning props, floors, barres or other high touch surfaces.
- Take students to the restroom.
- Demonstrate during class.
- Assist teacher in creating a smooth class flow.
- During creative/ free movement exercises, assistants should always do the exercise with the students unless asked to do otherwise by the instructor.
- If for any reason the instructor is interrupted or has to leave the room during class, assistants should maintain order in the classroom by repeating the current exercise or beginning a new appropriate activity.
- Assistants should handle young children quietly and gently. Do not allow students

to sit on your lap. Please do not use a forceful tone when speaking with students. We realize you may have to raise your voice to be heard over a rowdy class from time to time, but be mindful of the tone you use.

- Help keep young students focused on the teacher during class. Don't distract or pull focus from the teacher.
- Always come to class with a positive attitude and a smile on your face. Stand up straight and appear interested and engaged in class. The demeanor of the assistant can rub off on the students in class. Present a positive image to your students.
- Speak to the instructor to see if they have specific requirements or duties they would like you to perform for their class.

### **Things to remember:**

- Awareness of safety within the classroom, including but not limited to: untied shoelaces, wandering students, children hanging from barres, chewing gum or being "handsy" with other students.
- Dance full out at all times.
- Observe that children are getting along- help keep the peace and make the instructor aware of any issues you see arise between students. ONLY the instructor is permitted to discipline and correct students.
- Assist students that you see struggling or having difficulty with movement
- Try to anticipate the instructor's needs during class.

## **Assignments:**

### **1. Draft Lesson Plan**

*DUE: December, date TBD*

Prepare a draft lesson plan for the class you assist with. Make your lesson plan as complete as possible. It should be so detailed that if an instructor was to use it to teach a class, they would know exactly what they should be doing during every moment of the class.

You must prepare one lesson plan for every class you assist with. If you assist with several classes of the same style and level you may use the same lesson plan for more than one class.

Lesson plans must be typed in a Word document or Google Doc.

### **2. Mid-term Reflection Essay**

*DUE: January, date TBD*

Write a 2-3 page essay answering the following questions:

What have you learned while assisting in class so far this season?

Give an example of a time this year when you felt challenged as a student teacher. How did you handle it? What were the results/ outcomes of your actions?

Give an example of a time this year when you felt rewarded while student teaching. What happened? Why do you think this particular moment felt so rewarding to you?

### 3. Draft Lesson Plan 2

*DUE: April, date TBD*

Prepare a draft lesson plan for the class you assist with. Make your lesson plan as complete as possible. It should be so detailed that if an instructor was to use it to teach a class, they would know exactly what they should be doing during every moment of the class.

You must prepare one lesson plan for every class you assist with. If you assist with several classes of the same style and level you may use the same lesson plan for more than one class.

Lesson plans must be typed in a Word document or Google Doc.

### 4. Teach a Half or Whole Class

*DUE: May, date TBD*

First year STEP team members will teach a half class based on your lesson plan from assignment #3. Ask the instructor which half of class she would like you to teach. Second and Third year STEP team members will teach a whole class based on your lesson plan from assignment #3.

