

**I. Preserving Legacy through Repertory: Its Role in  
Professional Development for Arts Teachers**

**Department of Dance**

**Pamela Sofras and Kim Jones**

## II. Abstract

Preserving Legacy through Repertory is the proposed title of a series of professional development activities including a Summer Teacher Institute for public school dance teachers around the region. Activities will feature the learning of dance repertory by Martha Graham, a master 20<sup>th</sup> Century American artist featured in the NC Standard Course of Study. Former Graham Company member, Kim Jones and Dance Chair Pamela Sofras, have received a \$15,000 NEA American Masterpieces Grant to reconstruct a Graham masterwork for UNC Charlotte dance students during spring semester 2011. The master work, *Primitive Mysteries* was created in 1931 and is considered Graham's first masterpiece performed during the decade of the birth of American Modern Dance, 1930-1940. By highlighting the beginnings of the new art form, UNC Charlotte faculty may provide an innovative direction for dance educator professional development based on historical modern dance masterworks previously unavailable to teachers. Jones and Sofras request SOTL funds to support a week-long Summer Teacher Institute in addition to the NEA grant supported Educational Performance and school lecture/class tour. The grant would cover instruction, workshop expenses and teacher stipends so that public school dance educators may have the opportunity, to see a masterwork, study it in more depth and see the work presented in their own classrooms. This first series of activities, professional and pedagogical, will provide a model for future teacher workshops, aimed at bringing public school arts teachers to campus and dance professionals with masterworks into the schools. All activities will also be open to current graduate and undergraduate licensure students.

## **Budget Request for SOTL Grant**

## Year 2010-2012

Joint Proposal?       Yes       No

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Title of Project      Preserving Legacy through Repertory: Its Role in Professional Development for Arts Teachers

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Duration of Project      June 2011 – June 2012

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Primary Investigator(s)      Pamela Sofras, Kim Jones

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Email Address(es)      [pasofras@uncc.edu](mailto:pasofras@uncc.edu), [kjones39@uncc.edu](mailto:kjones39@uncc.edu)

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UNC Charlotte SOTL Grants Previously Received (please names of project, PIs, and dates)      Fall 2008, Academic Program Improvement Grant: Dance History in Action: Restaging Martha Graham’s “Steps in the Street” completed and reported Spring 2009

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Allocate operating budget to Department of      Dance

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|                 |   | Year One        | Year Two     |
|-----------------|---|-----------------|--------------|
| Account #       | Award   | January to June | July to June |
| Faculty Stipend | Transferred directly from Academic Affairs to Grantee on May 15<br>Two Faculty stipends | \$ 5,000        | \$ -         |
| 911250          | Graduate Student Salaries   |                 |              |
| 911300          | Special Pay (Faculty on UNCC payroll other than Grantee)                                | \$ 1,250        |              |
| 915000          | Student Temporary Wages   |                 |              |
| 915900          | Non-student Temporary Wages   |                 |              |
| 920000          | Honorarium (Individual(s) not with UNCC)  |                 |              |
| 921150          | Participant Stipends  | \$3,750         |              |
| 925000          | Travel – Domestic   |                 |              |

|                    |                               |           |  |
|--------------------|-------------------------------|-----------|--|
| 926000             | Travel – Foreign              |           |  |
| 928000             | Communication and/or Printing |           |  |
| 930000             | Supplies                      |           |  |
| 942000             | Computing Equipment           |           |  |
| 944000             | Educational Equipment         |           |  |
| 951000             | Other Current Services        |           |  |
|                    | <b>Subtotal</b>               | \$ 10,000 |  |
| <b>GRAND TOTAL</b> |                               | \$ 10,000 |  |

**Attachments:** Budget Narrative for “Preserving Legacy” Total \$10,000

1. Instructional Personnel  
 Stipends for two faculty Instructors @ \$2,500 per instructor  
  
 Stipend for 1 musician @ \$1,250  
  
 Total: \$6,250
  
2. Participant stipends  
 15 public school dance educators @ \$250 a person  
  
 Total: \$ 3,750

Faculty and musician summer stipends will be disbursed in May 15. CMS Teacher participants will register for the professional development activities April 15 during the Educational performance at UNC Charlotte. The first activities, master class and lecture demonstration will take place March 25- Friday April 29 in each teacher’s school setting, in preparation for the week of professional development in June.



October 25, 2010

Center for Teaching and Learning  
UNC Charlotte, Atkins 149 C

**Re: SOTL Grant Application - Department of Dance (Sofras/Jones)**

To Whom It May Concern:

As required, I hereby submit this Letter of Support for this SOTL Grant Application by Department of Dance faculty Professors Sofras and Jones for their proposal entitled, "**Preserving the Legacy through Repertory: Its Role in Professional Development for Arts Teachers.**"

This application is the result of a very unique opportunity which arose from the successful funding by the National Endowment of the Arts (NEA) of a reconstruction at UNC Charlotte in Spring 2011 of the first masterwork by American choreographer/dancer Martha Graham. This restaging will allow arts teachers around the region to view the work, but this SOTL grant will support the opportunity to both systematically study such a masterwork and present a significant professional development opportunity. In many ways, this grant will provide similar benefits as the Charlotte Teachers' Institute provides for thematic content to be delivered by UNC Charlotte to CMS teachers; this application serves as a prelude to our ongoing collaboration with CTI in this workshop model.

Department Chair Pamela Sofras has a long career in dance curriculum development as a component of arts education and Assistant Professor Kim Jones danced professionally in the Graham Company and maintains a close partnership with this NYC-based company. Combined with the NEA-funded work, this partnership uniquely enhances potential student professional development, distributes learning more thoroughly in CMS, and provides a model for future collaborations. This application for funding directly ties the historic production to a teaching model that enhances the experience and repertory of all arts educators.

The College strategic plan is focused on both Arts Education and Performance (two of five themes), and this combined agenda supports the curricular implications that transfer to our local schools, teachers, and students. The proposed assessment of this teaching model is essential to our future development of teaching workshops in the performing arts generally. We look forward to maximizing the opportunity presented to us this Spring; this SOTL grant will extend the effect and reach of this work.

Sincerely,

A handwritten signature in black ink that reads "Ken Lambla".

Ken Lambla, AIA  
Dean and Professor

September 3, 2010

Pamela Sofras  
Chair, Department of Dance  
University of North Carolina at Charlotte  
Robinson 362  
UNC Charlotte, 28223

Dear Pamela Sofras:

I am writing in support of the proposed project: Preserving Legacy through Repertory. As the K-12 Dance Curriculum Specialist in Charlotte Mecklenburg Schools, it is my responsibility to ensure our dance teachers are teaching the appropriate curriculum and in conjunction, have the skills and knowledge in order to do so. There are many resources to assist our teachers in developing their teaching skills; Access to quality professional development for knowledge of dance is limited.

The North Carolina curriculum is based on modern dance. The opportunity to study Martha Graham's masterwork and techniques is priceless. Each year our district hosts a Summer Teacher Institute. Usually, we cannot offer training in a specific arts area as funding is limited. This grant will allow our teachers to focus on increasing their dance knowledge. The workshop is designed for maximum impact with four layers: Professional development for in-depth learning, as teachers will be students; transfer of knowledge to students in dance class; lecture/dems for schools; and further opportunities for growth with the publication of the lesson plan resource book.

Thank you for proposing the opportunity for our students and teachers,

Sincerely,



Cheryl Maney  
Pre K-12 Visual Arts and Dance Curriculum Specialist

## V. Project Narrative

### A. Specific Aims:

Preserving Legacy through Repertory is the proposed title of a series of professional development activities including a Summer Teacher Institute for public school dance teachers around the region. Activities will feature the learning of dance repertory by Martha Graham, a master 20<sup>th</sup> Century American artist featured in the NC Standard Course of Study. Her movement technique, and repertory are required learning experiences for students. Former Graham Company member, Kim Jones and Dance Chair Pamela Sofras, have received a \$15,000 NEA American Masterpieces Grant to reconstruct a Graham masterwork for UNC Charlotte dance students during spring semester 2011. The master work, *Primitive Mysteries* was created in 1931 and is considered Graham's first masterpiece performed during the decade of the birth of American Modern Dance, 1930-1940. By highlighting the beginnings of the new art form, UNC Charlotte faculty may provide an innovative direction for dance educator professional development based on historical modern dance masterworks previously unavailable to teachers. Jones and Sofras request SOTL funds to support a week-long Summer Teacher Institute in addition to the NEA grant supported Educational Performance and school lecture/class tour. The SOTL grant would cover instruction, workshop expenses and teacher stipends so that public school dance educators may have the opportunity, to see a masterwork, study it in more depth and see the work presented in their own classrooms. This workshop will provide a model for future teacher institutes, aimed at bringing public school arts teachers to campus and dance professionals with masterworks into the schools. All activities will also be open to current graduate and undergraduate licensure students.

For some time, Pamela Sofras, co-researcher, has offered professional development for arts teachers and classroom teachers all over the country as a specialist in professional development for arts teachers. Usually these professional development experiences last about a week and consist of a lot of talking and "how-to" but very little immediate physical contact with dance masterworks and repertory. In speaking with dance teachers, Sofras was constantly impressed by the teachers' indication that they wanted to dance again and experience the art form of dance first hand. With that in mind, and an NEA Grant allowing the Department of Dance to reconstruct a master work by Martha Graham in conjunction with the Martha Graham Resource Center, Sofras and Jones have a modern dance masterpiece to present to teachers as a springboard for learning a classic modern movement technique, choreographic design inspired by a master choreographer, and historical materials/readings and videos dealing with the origins of American modern dance.

If successful, this weeklong workshop will serve as a model to be offered every summer in order to provide unique movement classes and repertory opportunities for public school arts educators. Also new curriculum materials will be generated that are written during and as a result of the workshop. Outside of possibly New York City, North Carolina leads the nation in the number of K-12 dance educators in the public schools, it is important that we begin to lead in this area of

professional development and continue to provide challenging and unique lesson units for arts teachers across the country.

In an article published by Sofras and colleague Ambre Emory-Maier in 2005 and included in supporting materials of this proposal, three important questions have informed the research of Pamela Sofras: 1. “How does dance specialist practice change to affect student learning and its outcomes when the dance specialist is involved in a voluntary professional development program?

2. With relation to dance specialist practice, does the material delivered significantly affect the dance specialist’s current classroom practice?

3. Is voluntary professional development a means for the dance specialist to maintain their teaching skills and keep classroom materials relevant, improve personal teaching skills, and assist in preventing teacher burnout.”

*Journal of Dance Education, November 2005*

UNC Charlotte offers a BA in Dance Education with 38 undergraduate students and graduate licensure with 11 graduate students. Since 1978, dance educators graduated from our program are teaching throughout North Carolina and as far as Washington, Florida, and Georgia. The Department of Dance has a strong commitment to providing public school dance educators of the highest quality. In a professional development workshop of this kind, undergraduate, and graduate students can work and connect with professionals in the field while learning unique repertory and movement vocabulary. These teachers may eventually become their cooperating teachers during student teaching. Currently, there are 30 public school dance teachers in Charlotte Mecklenburg alone. There are also teachers in the city’s charter schools and independent schools. In the state there are approximately 125 fully licensed dance educators serving students K-12. In South Carolina there is a cohort of dance teachers within driving distance of UNC Charlotte.

Educational materials generated by the grant will be made available nationally through presentations/papers and in classrooms throughout the country as Sofras uses prepared materials in professional development workshops she already directs.

As this is the first professional development workshop of its kind at UNC Charlotte, we expect anywhere from 10 – 20 teachers at most, 5 graduate students and 5-10 undergraduate students.

### **B. Literature Review:**

Please refer to the article co-written by researcher Pamela Sofras and published in the *Journal for Dance Education* accompanying this proposal. The articles listed below represent the field of Professional Development in the State of North Carolina and nationally and inform the on-going work of investigator Sofras.



1. National Staff Development Council: Staff development basics. Available at: [www.nsd.org/library/basics/what is SD.cfm](http://www.nsd.org/library/basics/what%20is%20SD.cfm).
2. North Carolina's Standards for Professional Development. Available at: [www.ncpublicschools.org/docs/School improvement/standards sum.pdf](http://www.ncpublicschools.org/docs/School%20improvement/standards%20sum.pdf).
3. North Carolina Professional Development Standards. Available at: [ccs.k12.nc.us/ncsd/standards\\_revised.htm](http://ccs.k12.nc.us/ncsd/standards_revised.htm).
4. *Achieving the Goals: Goal 4 Teacher Education and Professional Development*. Washington DC: US Department of Education. 2001
5. Belzer A: Toward broadening the definition of impact in professional development for ABE practitioners. *Adult Basic Education* 13(1):44-59, Spring 2003.
6. Chandler D, Olcott K: Teacher research as a self-extending system for practitioners. *Teacher Education Quarterly* 29(1):23-38, 2002.
7. Elmore RF: *Bridging the Gap between Standards and Achievement: The imperative for Professional Development in Education*. Washington, DC: Albert Shanker Institute, 2002.
8. Fessler R, Christensen J: *The Teacher Career Cycle: Understanding and Guiding the Professional Development of Teachers*. Boston: Allyn & Bacon, 1992.
9. Griffith GA: *The Education of Teachers*. Chicago: NSSE and the University of Chicago Press, 1999.
10. Killion J: *Assessing Impact: Evaluating Staff Development*. Oxford, OH: National Staff Development Council, 2002.
11. NCINTASC Staff Development: Mentoring North Carolina novice teachers. [www.ncpublicschools.org/mentoring\\_novice\\_teachers/](http://www.ncpublicschools.org/mentoring_novice_teachers/).
12. National Staff Development Council: NSDC Standards for Staff Development. [www.nsd.org/standards](http://www.nsd.org/standards)
13. Shaha SH, Lewis VK, O'Donnell TJ, Brown DH: Evaluating professional development: An approach to verifying program impact on teachers and students. *The Journal of Research in Professional Learning*, pages 1-18, 2004. Available at: [www.nsd.org/library/publications/research/shaha.pdf](http://www.nsd.org/library/publications/research/shaha.pdf)
14. Sydow D: Long-term investment in professional development: Real dividends in teaching and learning. *Community College Journal of Research and Practice* 24(5):383-398, 2000.

## C. Methods

Previous experience with professional development in other venues has shown the following schedule to be successful and within the activity tolerance of the participants. Part of the research questions center around active movement activities and their importance to dance educators as they prepare their classroom activities. Two carefully planned dance class activities are present every day as well as analysis, history and video viewing of Modern Dance works created in the 1930's from a variety of choreographers.

Beginning April 15, with the UNC Charlotte Educational Performance, made possible by the NEA Grant, teachers will register for the series of professional development activities, as well as

by lecture demonstration/master classes in the public schools. Participating teachers will receive their stipends as they begin their participation in the activities in April. During the week of June 20 – 24, 2011, the week after school finishes for the year. Teachers will come to UNC Charlotte to participate in the intensive teacher workshop for 5 days from 9:00 – 4:00. The schedule will be:

9:00- 10:30 Technique Class (Graham based)

10:45 - 12:15 – Repertory (Excerpts from a Graham Masterwork)

12:15 – 1:00 – Lunch

1:00 – 2:00 – Technique Analysis and Fundamentals

2:00 – 3:00 – History and Video viewing of Modern Dance from the 1930's

3:00 – 4:00 Lesson Planning and evaluation

All classes will take place in Robinson Hall 118 a dance studio. Each class will be instructed by Sofras or Jones. An accompanist will provide music for morning dance classes.

#### **D. Evaluation**

### **Preserving legacy through Repertory**

#### **Self Reflection**

1. What instructional sessions went well today?

2. How was the instruction effective?

3. List main concepts presented today

4. Reflecting on your teaching practice, how does the material presented today reinforce or challenge your approach

Participants will also be required to write one lesson unit of 4 or more plans based on the material covered in the workshop. Lessons will be taught during the 2011-2012 school year and observed by Sofras. The lessons will be made into a curriculum book and shared with all participants.

***Preserving Legacy : Summative Evaluation***

|   |              |   |
|---|--------------|---|
| <b>Questions:</b>   |              | <b>Score:</b> 5 = strongly agree; 4 = agree; 3 = undecided; 2 = Disagree; 1 = Strongly disagree |
|   | <b>Score</b> | <b>Comments</b>   |
| I have sufficient information and experience to use what was presented in this workshop in my instructional practice. |              |   |
| The workshop was well presented and planned.  |              |   |
| I was engaged in the activities and would like to continue professional development in this way.                      |              |   |

**E. Knowledge Dissemination**

The summer workshop and NEA Grant activities are designed for teachers in the community of Charlotte and the surrounding counties. Each participant will leave the learning events with the responsibility to create a teaching unit of their own that we will publish and exchange with all other participants. Target audiences are teachers and children in Charlotte Mecklenburg, Gaston, Cabarrus, Union, Rowan and Iredell Counties. All teachers are within driving distance, for this first workshop/professional development experience. Each teacher will receive a notebook of lesson materials created by their peers for use in their school systems. Undergraduate students

will have a set of lessons to begin their student teaching while graduate students will have the lessons for their own teaching.

Sofras and Jones will have the opportunity to present their model at the National Dance Education Organization conference in Fall (October) 2011. This conference is attended by university professors, and dance educators from private sector dance organizations representing national and international education interests. It is the most important organization in the field of Dance Education. Sofras is a member and a regular presenter. Sofras will also present a portion of the materials in Alabama for public school teachers during the Alabama Institute for the Arts June 2012. The Alabama Institute receives generous funding awards from the Dana foundation and the NEA for its continuing leadership in professional development for classroom teachers. In this setting, Sofras will see how the new educational materials may be adapted for non-dancers/classroom teachers. The article already published by Sofras in the “Journal of Dance Education” indicates the interest in this work and the potential for further publication.

Lastly, it is hoped in the future, to be able to offers a week-long professional development workshop for teachers that can include national attendance. This would be the model for such a program.

#### **F. Human Subjects**

Both Pamela Sofras and Kim Jones completed the required UNC Charlotte Human Subjects On-Line Training Tutorial and have completed the Protocol Approval Application.



# UNC CHARLOTTE

## Compliance Office / Office of Research Services

3201 University City Boulevard, Charlotte, NC 28223-0001  
t/ 704.687.1311 f/ 704.687.2292 www.research.uncc.edu/comp/complan.cfm

### Institutional Review Board (IRB) for Research with Human Subjects

#### Approval of Exemption

|                        |  |               |              |
|------------------------|--|---------------|--------------|
| <b>Protocol #</b>      | <b>10-09-16</b>  |               |              |
| <b>Title:</b>          | <b>Preserving Legacy through Repertory: Its Role in Professional Development for Arts Teachers</b> |               |              |
| <b>Date:</b>           | <b>9/21/2010</b>   |               |              |
| <b>Investigator</b>    | <b>Dr. Pamela</b>  | <b>Sofras</b> | <b>Dance</b> |
| <b>Co-investigator</b> | <b>Ms. Kim</b>   | <b>Jones</b>  | <b>Dance</b> |

The Institutional Review Board (IRB) certifies that the protocol listed above is exempt under category 2 .

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

- a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
- b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

This approval will expire one year from the date of this letter. In order to continue conducting research under this protocol after one year, the "Annual Protocol Renewal Form" must be submitted to the IRB. Please note that it is the investigator's responsibility to promptly inform the committee of any changes in the proposed research, as well as any unanticipated problems that may arise involving risks to subjects. Amendment and Event Reporting forms are available on our web site: <http://www.research.uncc.edu/comp/human.cfm>

  
Dr. M. Lynn Exum, IRB Chair

9/22/10  
Date



## CITI Collaborative Institutional Training Initiative

### Social & Behavioral Research - Basic/Refresher Curriculum Completion Report Printed on 7/8/2010

**Learner:** Pamela Sofras (username: pa9"abcd)  
**Institution:** University of North Carolina at Charlotte  
**Contact Information:** Robinson 362, Department of DAnce  
 9201 University Boulevard  
 Charlotte, NC 28223 USA  
 Department: Dance  
 Phone: 704-687-0224  
 Email: pasofras@uncc.edu

#### Social & Behavioral Research - Basic/Refresher:

##### Stage 1. Basic Course Passed on 07/08/10 (Ref # 4607864)

| Required Modules   | Date Completed | Score      |
|--|----------------|------------|
| Belmont Report and CITI Course Introduction                  | 07/06/10       | 3/3 (100%) |
| History and Ethical Principles - SBR                         | 07/06/10       | 4/4 (100%) |
| Defining Research with Human Subjects - SBR                  | 07/08/10       | 3/5 (60%)  |
| The Regulations and The Social and Behavioral Sciences - SBR | 07/08/10       | 5/5 (100%) |
| Assessing Risk in Social and Behavioral Sciences - SBR       | 07/08/10       | 4/5 (80%)  |
| Informed Consent - SBR                                       | 07/08/10       | 4/5 (80%)  |
| Privacy and Confidentiality - SBR                            | 07/08/10       | 2/3 (67%)  |
| Conflicts of Interest in Research Involving Human Subjects   | 07/08/10       | 2/2 (100%) |
| University of North Carolina at Charlotte                    | 07/08/10       | no quiz    |
| Elective Modules   | Date Completed | Score      |
| Research with Children - SBR                                 | 07/08/10       | 3/4 (75%)  |
| Research in Public Elementary and Secondary Schools - SBR    | 07/08/10       | 3/4 (75%)  |

**For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.**

Paul Braunschweiger Ph.D.  
 Professor, University of Miami  
 Director Office of Research Education  
 CITI Course Coordinator

Return

## CITI Collaborative Institutional Training Initiative

### Biomedical Research - Basic/Refresher Curriculum Completion Report

Printed on 9/12/2010

**Learner:** Kim Jones (username: klj05g)  
**Institution:** University of North Carolina at Charlotte  
**Contact Information** 9201 University City Blvd.  
 Robinson Hall 366  
 Charlotte, NC 28223 USA  
 Department: Dance  
 Phone: 704 687-0218  
 Email: kjones39@uncc.edu

#### Biomedical Research - Basic/Refresher:

#### Stage 2. Refresher Course Passed on 09/12/10 (Ref # 4928273)

| Required Modules   | Date Completed | Score      |
|--|----------------|------------|
| Refresher Course 200 Introduction  | 09/12/10       | no quiz    |
| History and Ethical Principles.  | 09/12/10       | no quiz    |
| Regulations and Process, Part 1  | 09/12/10       | 0/1 (0%)   |
| Regulations and Process, Part 2  | 09/12/10       | 1/1 (100%) |
| Informed Consent.  | 09/12/10       | 1/1 (100%) |
| Social & Behavioral Research (SBR)                                       | 09/12/10       | 2/2 (100%) |
| Genetics Research, Part 1  | 09/12/10       | 1/1 (100%) |
| Genetics Research, Part 2  | 09/12/10       | 1/1 (100%) |
| Records-Based Research, Part 1   | 09/12/10       | 1/1 (100%) |
| Records-Based Research, Part 2   | 09/12/10       | 1/1 (100%) |
| Records-Based Research, Part 3   | 09/12/10       | 1/1 (100%) |
| Research with Protected Populations - Vulnerable Subjects: A Definition. | 09/12/10       | 1/1 (100%) |
| Vulnerable Subjects - Prisoners, Part 1                                  | 09/12/10       | 1/1 (100%) |
| Vulnerable Subjects - Prisoners, Part 2                                  | 09/12/10       | 1/1 (100%) |
| Studies With Minors, Part 1  | 09/12/10       | 1/1 (100%) |
| Studies With Minors, Part 2  | 09/12/10       | 1/1 (100%) |
| Studies With Minors, Part 3  | 09/12/10       | 1/1 (100%) |
| Studies with Pregnant Women and Fetuses, Part 1                          | 09/12/10       | 1/1 (100%) |
| Studies with Pregnant Women and Fetuses, Part 2                          | 09/12/10       | 1/1 (100%) |
| Group Harms: Research with Culturally or Medically Vulnerable Groups.    | 09/12/10       | 3/3 (100%) |
| FDA-Regulated Research, Part 1   | 09/12/10       | 1/1 (100%) |

## **G. Extramural Funding**

Kim Jones and Pamela Sofras were awarded a \$15,000 National Endowment for the Arts grant to reconstruct Martha Graham's first masterpiece, "Primitive Mysteries" created in 1931. This is the first NEA grant awarded to UNC Charlotte faculty since 1999. The Grant allows us to bring a current member of the Martha Graham dance company to campus and stage the work for UNC Charlotte undergraduate and graduate students during Spring 2011. There will be 5 public performances and one educational morning performance for schools during April of 2011. Simultaneously, Jones and Sofras will also tour selected Charlotte Mecklenburg Schools with a lecture demonstration to introduce the work of Martha Graham and provide historical context. All of this will occur prior to the proposed teacher workshop. Teachers participating in the June professional development activities will have had several preparatory opportunities and will choose to come based on their understanding and need for continued dance experiences related to modern dance activities in the 1930's, the beginnings of modern dance in America. The SOTL funds are being sought to provide additional professional development opportunities for public school dance teachers that directly relate to their art form and the performances of a modern dance masterpiece reconstructed at UNC Charlotte. This grant begins a new partnership between UNC Charlotte and public school arts teachers in the region based on modern works of art.

## **H. Timeline**

No later than March 15, teachers will register for the professional development activities and the requests for stipends will be made no later than April 15 for the participating teachers.

**March 25 – April 29** – Jones and Sofras will teach master classes and lecture demonstrations in the schools for the students of the teachers participating in the "Preserving Legacy through Repertory" professional development activities.

**April 15:** Teachers and their students will attend a morning educational performance of "Primitive Mysteries," the Graham masterwork.

**June 20 -24, 2011** Professional Development workshop will take place for 5 days. The SOTL Grant will support this part of the timeline.

**October 2011,** Presentation of a paper at the National Dance Education Organization Conference

**August- December 2011**– Teachers teach lesson Units prepared as a result of the Teacher Workshop – Sofras observes at least one of each on the lessons.

**Spring 2012** – Curriculum unit notebook is prepared and sent to each participating teacher

**June 2012** – Sofras adjusts lessons and presents materials at the Alabama Institute for Arts in Education noting what parts of the materials may be adjusted for classroom teachers.



Pam,

Your workshop will offer 3 CEU's for full attendance on each day. We will need to adjust accordingly if someone does not attend each day or only attends a partial day. I've copied Joelle Sheridan on this message. She will handle the logistics from our end and let you know what we will need from participants in order to award the credit. If you have any questions, please contact me. As Connie mentioned, we are waiving our fee to provide this service.

Best,

Ann

-----  
Ann L. Duplessis | Associate Director  
UNC Charlotte | Extended Academic Programs  
8701 Mallard Creek Road | Charlotte, NC 28262  
Phone: 704-687-7193 | Fax: 704-687-8437 [aduplessis@uncc.edu](mailto:aduplessis@uncc.edu) |  
<http://ceesp.uncc.edu>  
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