

Boston Branch RSCDS Teacher Candidate Course Guidelines

- I. Specification of responsibilities
 - A. Responsibilities of the Executive Committee
 1. Approve the recommendation of the Teaching and Music Committee (TMC) of a Tutor(s)
 2. Approve the budget prepared by the TMC
 3. Make arrangements with RSCDS Headquarters for the course, examination, etc.
 - B. Responsibilities of Teaching and Music Committee
 1. Recommend Tutor(s) to Executive Committee
 2. Prepare the course budget and find locations for the classes
 3. Liaise with the Tutor(s) on the course plan and in finding and choosing musicians
 4. Oversee the course and support the Tutor throughout
 5. Develop an application form for the candidates
 6. Develop a form for teachers to use when recommending candidates
 7. Address any conflicts that arise
 - C. Responsibilities of Tutor(s)
 1. Responsible only for the tutoring
 2. Develop a course plan based on the RSCDS syllabus and give to the TMC for approval
 3. Coordinate with people designated by the TMC to make arrangements for musicians, schedule, and locations
 4. Coordinate with musicians for each class
 - a. Provide the musician(s) an overall outline of the course with list of dances
 - b. Inform the musician(s) of the specific needs in advance of each class
 5. Develop individual class lesson plans
 6. Develop homework guidelines and assignments for candidates and give feedback on the assignments in a timely manner
 7. Work with each candidate on all components of the course
 8. Develop procedures for feedback and constructive critique of candidates
 9. Provide feedback to the candidates during and after each class based on these procedures
 10. Ensure team building and encourage candidates
 - a. Is proactive to candidate needs and works with specific persons individually as needed
 - b. Keeps notes of any incidents that occur for future reference
- II. The Selection of the Tutor(s)
 - A. The selection of tutors shall take place in **January/February** of the year preceding the exam tour.
 - B. Recommended by the Teaching and Music Committee and approved by the Executive Committee
 1. TMC prepares a short list of possible tutors with consideration of qualifications.
 - a. A lead Tutor is selected and contacted for availability.
 - b. It is preferable to only have one Tutor to avoid potential conflicts; however, if it is deemed appropriate, a second Tutor will be appointed.

Guidelines for Branch Candidate Courses

- c. If the decision is to have more than one Tutor and a lack of Tutor compatibility develops, the TMC reserves the right to reconsider the appointments of the Tutor(s)
 - d. All possible Tutors must have the Part 2 (Full) RSCDS teaching certificate and must have current and extensive experience teaching at all levels, including advanced classes.
 2. It is desirable but not required that at least one of the tutors has attended a tutor-training course.
 3. If a Tutor from out of state is considered, then there needs to be an intense and complete review of how feedback and out of class practice will be handled.
 - C. The Tutor(s) should have the following qualifications:
 1. Dances at a high standard
 2. Has good teaching, interpersonal, and motivational skills
 3. Possesses good assessment skills
 4. Is a good communicator
 5. Has high expectation of the candidates
 6. Has continued the development of his/her own teaching skills since his/her certification
 7. Has some experience in coaching or delivering training, not necessarily in dancing
 8. Is impartial
 9. Is reliable
 10. Has good organizational skills
 11. Has experience working collaboratively with others
 12. Possesses familiarity with and commitment to following the current RSCDS Manual, candidate training materials, and examination procedures.
 13. Understands the RSCDS examination system and the likely expectations of the examiners
 - D. If a second Tutor is required, the lead Tutor will work with TMC to select a second Tutor.
 1. The second Tutor may be a shadow Tutor, a Tutor in training, or a prospective tutor
 2. Prior to the course, tutors must agree to work together
 3. Tutors must both give comments to each candidate
- ### III. Preparation of course plan
- A. The Tutor(s) will create a course plan based on the RSCDS syllabus and present it to the Teaching and Music Committee for approval.
 1. The course plan should adhere closely to the RSCDS publications “Examination Syllabus” and “Teaching Scottish Country Dancing: Guidelines for Tutors, Teachers and Candidates” or their equivalent.
 - B. Components of the syllabus and additional documentation
 1. Content of course plan closely coordinated with RSCDS Examination Syllabus
 2. List of RSCDS documents and other required items for candidates
 3. Schedule and structure of classes
 4. Homework expectations if not specific assignments
 5. Procedures for timely feedback
 6. Expectations for candidates (see candidate section of these Guidelines)

- IV. Call for potential candidates shall go out in **March/April** of the year preceding the exam.
- A. The course plan, requirements for becoming a candidate, and the course schedule go out to the Branch
 - 1. The candidate course will be widely publicized throughout the Branch so all prospective candidates will be aware of the course and the requirements and expectations for candidates.
 - 2. Pre-candidate class sessions for all candidates will be organized at this time by the Tutor (from the RSCDS website)
 - a. Prospective candidates' dancing ability will be screened at this time
 - 3. The Tutor will send a letter to the candidates regarding the dances to be learned, figures to be known, expectation for the course, and acquisition of the most current Manual from the RSCDS
 - 4. Prospective candidates will complete the course application form
 - 5. Candidates selected for the course must agree to abide by the course plan, the RSCDS syllabus for candidate courses, and the requirements and expectations distributed.
 - 6. Any person becoming a teacher candidate in the Boston Branch candidate course will be excluded from Teaching and Music Committee and Executive Committee for the duration of the course.
 - a. The Executive Committee will appoint a substitute to complete the term.
 - B. Once the course plan and budget are complete and accepted by TMC and Executive Committee, the Tutor(s) is/are in control of the course
 - 1. Teaching and Music Committee and Executive Committee will be present as resources
- V. The Teacher Candidate Course shall commence no later than **September** of the year preceding the exam.
- A. A schedule of classes is created to meet for at least the minimum number of hours required for the course (42 hours) (e.g. one day a month, one weekend a month, etc.).
 - B. Throughout the course, candidates must be kept informed on their progress and likely success
 - 1. The Tutor(s) will give periodic reviews to ensure that the candidates understand where they stand and their realistic likelihood of success
 - 2. If a candidate appears to be having trouble proceed as follows
 - a. Have an experienced dancer/teacher/tutor dance in the class to be there when that candidate is teaching to provide support to the Tutor and serve as a second opinion
 - 3. Warn a candidate when appropriate if it is felt that they might not have a good chance of passing the exam
- VI. Arrangements and finances
- A. The TMC will make original arrangements for halls and musicians
 - B. The TMC appoints the Candidate Course Liaison(s)
 - 1. Serve(s) to support the Tutor(s) and trouble shoot.
 - a. They do not necessarily need to be members of TMC.
 - b. They report to TMC only if there are problems needing resolution.
 - C. The TMC appoints people for the following tasks for the candidate course (can be duties of Candidate Course Liaison(s))

1. Arrange for and coordinate musicians for the classes (should be a musician member of TMC)
 2. Recruit and coordinate volunteer dancers for each class.
 - a. The number and hours required need to be obtained from the tutors.
 - b. This coordinator may not have to attend all the classes.
 - c. Volunteer dancers must be told that what goes on in the classes is confidential
 3. Opening and closing the hall where the classes are held.
 - a. The hall that is chosen for the candidate class and the examination shall be secured in advance for all classes and every effort made such that there will be minimal need to change halls at the last minute.
 - b. If the hall, where the examination is to take place, has not been used during the course, then arrange, for preferably one lesson to take place there or at least a visit by the candidates for familiarization of the hall layout.
 4. Handling other arrangements for each class as needed (water, refreshments, etc.)
- D. Budget and finances
1. Budget is prepared by TMC and approved by Executive Committee
 - a. Will include stipend and expenses for tutor(s) and musicians
 2. Budget must clearly specify the financial responsibilities of Branch and candidates
 - a. This should be accomplished by the TMC and the Executive Committee
 - b. The financial commitment of the Branch regarding the examiner's travel expenses is determined by the following criteria:
 - i. A minimum of 3 candidates is required for an exam at a location, but it entails a pro-rated Branch contribution to the examiners' travel expenses
 - ii. A minimum of 6 candidates entails no travel expenses by the Branch
 - iii. A maximum of 12 candidates to allow sufficient time for the Tutor(s) to work with each candidate
- E. The Executive Committee makes all necessary arrangements with RSCDS Headquarters and the North American exam tour coordinator.
- VII. Teacher Candidate Exams. The Teaching and Music Committee appoints three individuals to oversee all aspects of the examination.
- A. The Exam Coordinator (could be the Chair of TMC) is appointed by the Teaching and Music Committee to keep track of all aspects of the exam, including assuring the other two coordinators are fulfilling their assigned responsibilities. and
1. Develops a budget that is to be approved by Executive Committee
 2. In conjunction with the Tutor(s), sets up exam testing schedule and obtain input and approval from examiners
 3. Creates a written master schedule for the exam weekend itself
 4. Has technical oversight of the actual exam day(s)
 5. Ensures the examiners and tutors have what is needed and things run smoothly
 6. Has on hand all contact phone numbers and/or cell phone numbers.
 7. Can appoint one or more individuals to work on the following tasks, while still retaining ultimate responsibility
 - a. Recruiting and supervising the volunteer dancers for Units 3 and 5
 - b. Opening and closing the hall for all exam sessions
 - c.. Arranging for refreshments for examiners, tutors, and candidates (all units) and for volunteer dancers (units 3 and 5)

Guidelines for Branch Candidate Courses

- d. Cleaning up after each day of exam
 - B. The Coordinator for the Examiners who coordinates everything related to arrangements for the examiners
 - 1. Is in touch with the examiners about arrangements for housing, meals, and transportation.
 - 2. Arranges housing for the examiners.
 - 3. Provides meals and transportation for examiners as needed
 - 4. Arranges for a dinner or reception with the Examiners, the Executive Committee, and the Teaching Music Committee
 - 5. Arranges other hosting activities for examiners before and after the examinations as the examiners' schedules require
 - C. The Coordinator of Musicians for the Candidate Course
 - 1. Arranges for musicians for Units 2, 3, and 5
- VIII. Evaluations after courses
- A. The Tutor(s) will prepare an evaluation and set of recommendations on how the course went for the TMC at the conclusion of the course.
 - B. The TMC will ask all candidates who began the course to offer a confidential evaluation of the course and Tutor(s) along with recommendations for future courses

Candidates' Information

- I. Application and selection of candidates
 - A. Qualifications of candidate(s)
 1. Strong dancer, good knowledge of figures, good technique
 2. Willing to work/learn, fulfill the assignments, and attend all sessions
 3. An appreciation of and commitment to quality dancing and the style, structure, and traditions of Scottish country dancing
 4. A commitment to improving their personal dancing and teaching
 5. A willingness to follow the RSCDS principles and guidelines for teaching and examination
 6. Participate in a pre-candidate class
 - B. Candidate(s) will fill out the application form and apply to the lead Tutor after an initial screening as a dancer, and include
 1. Written statement of their reasons for taking the course
 2. Background and qualifications to be a teacher
 3. Statement of why they want to be a teacher
 - C. All those wishing to attend the candidate class must provide a letter of recommendation from an RSCDS Part 2 (Full) Certified teacher who is not the Tutor.
 1. Teachers providing the recommendation are given a form to complete on the candidate and a description of the course to enable them to provide a thoughtful evaluation and recommendation of the candidate
 - D. The Tutor(s), a teacher member of the TMC, and another teacher shall decide which candidates are eligible to be accepted into the course
 1. The candidates in the class shall be determined:
 - a. By the documentation provided by the candidates
 - b. By the candidates' dancing ability
 - c. By these teachers based on all the components listed above
- II. Expectations for the Candidates in the course
 - A. Commitment to confidentiality
 - B. Cooperation with other candidates
 - C. Support other candidates
 - D. Provide sensitive, constructive criticism of other candidates
 - E. Openness to receiving and learning from constructive criticism by others
 - F. When one candidate is teaching, the other candidates will dance for them as needed, observe, and provide positive comments during debriefing sessions
 - G. Know the prescribed dances completely (for Unit 2)
 - H. Complete the assigned homework on time
 - I. Willingness to develop dance and teaching techniques
 - J. Be prepared to start on time, which will entail arriving early to warm up
 - K. Bring the Manual, the prescribed dances (for Unit 2), a notebook or paper, and a pencil or pen to every class