# DANCE

Based on the National Dance Education Association [Professional Teaching Standards for Dance Arts](https://www.ndeo.org/Portals/NDEO/Standards%20Documents/PTSDA_with_Portfolio_Checklist_-_Updated_2018%281%29.pdf?ver=V389fVpL4gE5-5KWFnGRMQ%3d%3d)

The eight professional teaching standards address domains of knowledge that are necessary to provide an optimal learning experience for a student in private or public education regardless of the genre or style of dance. The domains of knowledge require that the Accomplished Teacher thoroughly understand and integrate into their pedagogy: goals and purposes of teaching dance education; knowledge about students; opportunities to learn; dance content, knowledge and skills; teaching methods and strategies; continuing education and professional development; teaching and learning dance in context of broader education and community resources; and reflective practice (student and teacher assessments, program evaluation, and research.

Note: [Professional Teaching Standards for Dance Arts](https://www.ndeo.org/Portals/NDEO/Standards%20Documents/PTSDA_with_Portfolio_Checklist_-_Updated_2018%281%29.pdf?ver=V389fVpL4gE5-5KWFnGRMQ%3d%3d) include a checklist for each standard.

## 1. Goals and Purposes of Dance Arts Education

The overarching goal of dance education is to enrich students’ lives with lifelong skills, perspectives, sensibilities, and understandings that enhance their ability to dance and relate to experiences through dance. Teachers promote student growth through engaging students in the study and creation of, and the performance and response to, aesthetically-based dance. Dance teachers not only introduce students to movement and performance skills, diverse subjects, and cultural issues, but they also introduce them to ways of seeing dance within and across an array of social, historical, and political contexts. Such skills support lifelong learning articulated as 21st Century Skills (NCCAS, 2011): critical thinking and problem solving, communication, collaboration, and creativity.

| The candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. Reflects critically on goals and purposes of dance education to make principled decisions for practice. | ☐ | ☐ |  |
| 1b. Conveys the importance of dance education in the lives of individuals and society. | ☐ | ☐ |  |
| 1c. Familiarizes themselves with the 21st century skills and understand the ways in which dance supports lifelong learning. | ☐ | ☐ |  |
| 1d. Holds high expectations for all students. | ☐ | ☐ |  |

## 2. Knowledge About Students

Teachers incorporate a student’s artistic, physical, and intellectual development into instructional decisions. Since conceptual, affective, and social thinking skills expand during lifelong learning, it is important that students experience meaningful dance education processes and works of art that stimulate their development. Teachers understand the nature of human development and use their knowledge of development to inform and revise teaching.

| The candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. Demonstrates an understanding of human development to support student learning. | ☐ | ☐ |  |
| 2b. Observes students and student work to understand individual differences. | ☐ | ☐ |  |
| 2c. Knows that students take different paths to understand and create dance works. | ☐ | ☐ |  |

## 3. Standards and Curriculum: Skills and Knowledge of Dance Arts

Accomplished teachers use their knowledge of dance to aid students in acquiring the skills to create, perform, critically analyze, interpret, and evaluate works of art in dance.

| The candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. Demonstrates command of the content, process, and methodology of dance as an art form. | ☐ | ☐ |  |
| 3b. Demonstrates skill in organizing and teaching dance content. | ☐ | ☐ |  |
| 3c. Demonstrates an understanding of the 11 anchor standards in the National Core Arts Standards (NCAS, 2014) for dance that address artistic processes. | ☐ | ☐ |  |
| 3d. Facilitates the artistic processes: creating, performing, responding, and connecting. | ☐ | ☐ |  |
| 3e. Incorporates content from related fields to enrich the dance curriculum. | ☐ | ☐ |  |
| 3f. Incorporates experiences from different cultures and time periods. | ☐ | ☐ |  |
| 3g. Helps students apply the choreographic elements of dance. | ☐ | ☐ |  |
| 3h. Encourages healthy movement practices. | ☐ | ☐ |  |
| 3i. Introduces and models effective processesof dance critique for students. | ☐ | ☐ |  |

## 4. LEARNING ENVIRONMENTS

Accomplished teachers establish safe and engaging environments that meet the Opportunity-To-Learn Standards for Dance (2017) to support student learning and growth.

Accomplished teachers ensure that students are able to move freely and safely in dance spaces at all times when engaged in dance practice and performance. It is important that teachers work with studio and school administrators to construct or develop appropriate facilities, especially if current conditions do not meet industry standards and do not promote optimal teaching and learning environments.

| The candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a. Creates an environment for optimal learning that adheres to industry standards. | ☐ | ☐ |  |
| 4b. Provides and maintains facilities that adhere to industry standards. | ☐ | ☐ |  |
| 4c. Provides and maintains equipment that adheres to industry standards. | ☐ | ☐ |  |
| 4d. Creates and maintains safety regulations that adhere to industry standards. | ☐ | ☐ |  |
| 4e. Promotes and supports schedules that adhere to industry standards | ☐ | ☐ |  |

## 5. INSTRUCTIONAL RESOURCES AND STRATEGIES

Accomplished teachers utilize a variety of resources and employ diverse strategies that enable students to maximize learning.

| The candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. Employs effective strategies to ensure that students learn how to dance, learn about dance, and learn through dance. | ☐ | ☐ |  |
| 5b. Ensures that students have access to all necessary resources. | ☐ | ☐ |  |

## 6. TAKING RESPONSIBILITY TO BE THE BEST TEACHER YOU CAN BE AND ADVANCING THE FIELD OF DANCE ARTS EDUCATION

Accomplished Teachers serve as catalysts for change in themselves and in the field. Dance Educators take responsibility to be the best dance educator they can be through seeking professional development, continuing their education, sharpening pedagogical skills, and sharing expertise.

In serving the field as a catalyst for change, Accomplished Teachers seek opportunities to contribute their expertise to expand the knowledge-base of the field. They enthusiastically join task force writing teams to develop joint white papers, standards, curriculum, assessments, model programs, and best practices; and improve programs and services that challenge accepted practice and boundaries of thinking and doing. To these ends, Accomplished Teachers build networks and collaborate to integrate information systems, and human and financial resources at local, state and national levels; thus, creating new visions and pathways to stimulate growth in art and education, culture and society, and life.

| The candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 6a. Takes responsibility for continuing their education and professional development.  | ☐ | ☐ |  |
| 6b. Contributes to the stature & growth of the dance education profession.  | ☐ | ☐ |  |

## 7. INTEGRATING STATE AND COMMUNITY RESOURCES TO SUPPORT AND ENHANCE YOUR DANCE PROGRAM OR INSTITUTION

Accomplished Teachers coalesce community resources to build their dance program so it is central to community education, art, culture, society, and business. Genuine collaboration and networks create pathways to establishing, nurturing, and sustaining dance programs in a community.

To these ends, the dance educator builds bridges to community resources (K-12 institutions, colleges and universities, private studios, community/cultural organizations, businesses, and community programs and services) so dance is integral to the life and work of the community. Networks and collaborations may stimulate community research projects, education and business initiatives, philanthropy, and enrichment and enhancement programs. It means marketing the dance program in meaningful ways. It means reaching out to the community to connect a well-rounded education with community resources and connect community resources with a well-rounded education.

| The candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 7a. Engages resources and networks to build dance arts programs in the community. | ☐ | ☐ |  |
| 7b. Seeks external funding and grants to support instruction, resources and community outreach. | ☐ | ☐ |  |

## 8. REFLECTIVE PRACTICE: ASSESSMENT, EVALUATION AND RESEARCH

Accomplished teachers seamlessly blend teacher and student assessments and program evaluation into daily instruction; and recognize that dance studios and classrooms provide research opportunities to improve teaching, learning and reflective practice.

Accomplished teachers integrate a variety of formative and summative assessment tools into their daily curriculum to support student learning throughout the academic year; and they recognize that student assessment and evaluation are necessary in a dance curriculum to advance students to the next level and to differentiate instruction to accommodate the needs of all learners. In addition, teachers themselves are observed on their execution of the lesson by an administrator or fellow teacher/mentor as part of their professional development as an educator. These observations allow for reflection with pre- and post-observation debriefings that focus on a teacher’s strengths and offer assistance in areas that need improvement. Accomplished teachers research topics that expand their own base of knowledge and that of dance education pedagogy

| The candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 8a. Familiarizes themselves with the model cornerstone assessments in the national core arts standards for dance (ncas, 2014). | ☐ | ☐ |  |
| 8b. Integrates assessments into the student’s educational experience informed by national assessment guidelines. | ☐ | ☐ |  |
| 8c. Assures assessments are authentic. | ☐ | ☐ |  |
| 8d. Creates fair and equitable assessments that evaluate content, skills, and knowledge central to understanding dance. | ☐ | ☐ |  |
| 8e. Evaluates program outcomes to increase program effectiveness. | ☐ | ☐ |  |
| 8f. Understands and values the importance of research in teaching and learning. | ☐ | ☐ |  |

## APPLICABLE STIPULATIONS:

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