Professional Teaching Standards

For Dance Arts

and

Portfolio Checklist
The National Dance Education Organization (NDEO) is a non-profit organization dedicated to the advancement and promotion of high quality education in the art of dance. NDEO works at national, state, and local levels to improve the delivery of education in the art of dance and to ensure that every American has equal access and opportunity to quality dance education regardless of gender, age, ability, interest, socio-economic status or ethnicity. This important work includes the following: addressing and shaping arts education policy; assisting states build infrastructure to support dance educational programs; expanding the knowledge of the field; creating and disseminating standards for teaching, learning, and model programs; providing professional development opportunities, services, and support for educators; and fostering a greater understanding of and appreciation for the art of dance in learning and life.
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Standards for Learning and Teaching Dance in the Arts (2005)

ASSESSMENTS
- Teacher and Student Assessments
- National Assessment of Educational Progress
- Fast Response Survey System (NCES)
- Program Evaluation
- National Dance Education Organization

PROGRAM
- Infrastructure
- Budget
- Personnel
- Curriculum
- Scheduling
- Class Time, Frequency and Duration

PROFESSIONAL DEVELOPMENT & CERTIFICATION
Professional Teaching Standards
- Goals and Purposes of Dance Arts Education
- Knowledge About Students
- Standards and Curriculum: Skills and Knowledge of Dance Arts
- Learning Environments
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- Collaboration with Stakeholders to Advance the Field of Dance Arts Education
- Integrating State and Community Resources to Support and Enhance the Dance Program
- Reflective Practice: Assessment, Evaluation and Research

FACILITIES
- Space
- Safety
- Materials
- Equipment
- Resources
OVERVIEW
PROFESSIONAL TEACHING STANDARDS FOR DANCE ARTS

The Professional Teaching Standards for Dance Arts (PTSDA) provides industry standards for individuals teaching dance as an art form. The PTSDA describes the criteria expected of master dance educators teaching three or more years in the field. 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 master 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; teaching and learning dance in context of broader education and community resources; and reflective practice (student and teacher assessments, program evaluation, and research).

Professional Teaching Standards

I. Goals and Purposes of Dance Arts Education
Accomplished teachers understand the goals and purposes of dance education and use this knowledge to inform their instructional practice, motivate student learning and achievement, and convey the importance of dance to life and learning beyond the dance learning environment.

II. Knowledge About Students
Accomplished teachers demonstrate an understanding of the cognitive, affective, and kinesthetic development of students from early childhood through young adulthood and into lifelong learning. Teachers should recognize individual student interests, aptitudes, and needs to inform age-appropriate instructional decisions.

III. 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.

IV. Learning Environments
Accomplished teachers establish safe and engaging learning environments that meet the Opportunity-To-Learn (OTL) standards supporting student learning and growth.

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

VI. Collaboration with Colleagues to Advance the Field of Dance Arts Education
Accomplished teachers collaborate with dance administrators, colleagues, students, parents, and community leaders to advance dance education in their teaching environments and communities.

VII. Integrating State and Community Resources to Support and Enhance the Dance Program
Accomplished teachers use available resources within the state (e.g., state arts agencies, dance associations, and funding sources) and assets within the local community (e.g., arts and education organizations, dance schools, K-12 dance specialists, and local artists from colleges and universities) to enrich dance programs.

VIII. Reflective Practice: Assessment, Evaluation and Research
Accomplished teachers recognize that the dance studio and classroom provide a laboratory for research to improve the teaching and learning processes, and seamlessly blend teacher and student assessments and program evaluations into daily instruction.
Standard I: Goals and Purposes of Dance Arts Education

Accomplished teachers understand the goals and purposes of dance education and use this knowledge to inform their instructional practice, motivate student learning and achievement, and convey the importance of dance to life and learning beyond the dance learning environment.

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.

Teachers Reflect Critically on Goals and Purposes of Dance Education to Make Principled Decisions for Practice.

Accomplished teachers:
- Align teaching goals, objectives, and curriculum with industry and other applicable standards.
- Shape instructional objectives based on the developmentally appropriate needs of the students.
- Utilize creative processes as a primary means of developing and refining critical thinking skills in students.
- Use the reflection process to guide teaching decisions and to help colleagues develop their own instructional programs.

Teachers Hold High Expectations for All Students.

Accomplished teachers:
- Set attainable goals and high achievement standards.
- Help students achieve to the best of their ability.
- Help students understand dance as an art form and means of expression.
- Honor individual student abilities and interests.
- Model the use of creative approaches to thinking about and experiencing dance.
- Help all students understand and form interpretations of a variety of dance works.
- Lead students in thoughtful analysis, exploration, and reflection.
- Empower students to grow in dance knowledge and skills

Teachers Convey the Importance of Dance Education in the Lives of Individuals and Society.

Accomplished teachers:
- Help students understand the role dance can play in developing life and workforce skills. This may include, but not be delimited to, helping students:
  - Respect diversity and exercise tolerance in working with others.
  - Collaborate with others to achieve common goals.
  - Set high expectations and standards.
  - Think critically to analyze one’s own work and the work of others.
  - Excel in problem solving.
  - Strengthen non-verbal reasoning skills.
  - Exercise creative and imaginative thinking.
STANDARD 1: Goals and Purposes

- Express and communicate emotions, thoughts and feelings in socially acceptable ways.
- Focus on tasks at hand and increase levels of engagement in artistic processes.
- Be thoughtful in evaluating options and risk-taking.

- Help students understand the various ways dance impacts aspects of society (e.g., education, culture, the economy, recreation, history, religion, etc.).
- Ensure students experience how rituals and customs of a society are expressed in dance.
- Inspire students to become life-long learners in dance and the arts.
Standard II: Knowledge About Students

Accomplished teachers demonstrate an understanding of the cognitive, affective, and kinesthetic development of students from early childhood through young adulthood and into lifelong learning. Teachers should recognize individual student interests, aptitudes and social-emotional needs to inform age-appropriate instructional decisions.

Accomplished 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.

Teachers Demonstrate an Understanding of Human Development to Support Student Learning.

Accomplished teachers:
- Recognize that human and artistic development is a complex, multi-dimensional process.
- Understand fundamental principles of human growth and development that allow them to help students grow physically, intellectually, socially, emotionally, and artistically to the best of their ability.
- Design instruction to establish skills and develop concepts that build on each other.
- Create and deliver age- and knowledge-appropriate instruction.
- Sequence instruction to maximize student learning and meet all pertinent standards.

Teachers Observe Students and Student Work to Understand Individual Differences.

Accomplished teachers:
- Recognize that knowledge is constructed, not simply received.
- Learn about and capitalize on students’ prior knowledge and experience.
- Adapt teaching to meet individual student needs.
- Utilize a variety of formative and summative assessments (e.g., rubrics, journals, self and peer review, observation, video documentation, portfolios, etc.) to evaluate individual progress in dance learning.
- Are alert to students’ potential misconceptions of dance.

Teachers Know That Students Take Different Paths to Understand and Create Dance Works.

Accomplished teachers:
- Encourage students to value different points of view expressed in dance works created by peers and other individuals.
- Capitalize on the variety of individual student backgrounds through the analysis of how people, cultures, and ideas provide stimuli or inspiration to create dance.
- Integrate varied methods of teaching to address diverse learning styles in dance learning environment.
- Incorporate convergent and divergent thinking skills to enhance individual learning.
Standard III: 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.

Teachers Demonstrate a Command of the Content, Process, and Methodology of Dance as an Art Form.

Accomplished teachers:
- Demonstrate mastery of the artistic processes of creating, performing, and responding to dance.
- Demonstrate mastery of making connections to other disciplines, workforce, and life skills.
- Use professional experiences to inform dance pedagogy.

Teachers Demonstrate Skill in Organizing and Teaching Dance Content.

Accomplished teachers:
- Create lesson plans, units, and curricular guidelines based on the appropriate standards for students.
- Employ best practices in the delivery of dance content.
- Incorporate developmentally appropriate content and instructional methods to maximize student learning.

Teachers Facilitate the Artistic Process: Creating, Performing, and Responding.

Accomplished teachers:
- Engage students in purposeful dance making by using compositional and choreographic tools that foster skills in creating and communicating intent.
- Nurture skills in expressive dancing and technical proficiency.
- Provide students with a sophisticated knowledge of dance skills so they can perform with increasingly greater kinesthetic and artistic awareness.
- Structure opportunities for students to learn from critiques administered by themselves, peers, teachers, and other professionals.
- Create opportunities for students to reflect on their own work using tools such as reflective journals, video analysis, self-evaluations, peer review, etc.
- Provide thoughtful assessments of student works throughout the creative process so students grow in choreographic, performance, and critiquing skills.

Teachers Incorporate Content from Related Fields to Enrich the Dance Curriculum.

Accomplished teachers:
- Know and integrate theories and principles from allied disciplines in dance, such as anatomy, kinesiology, aesthetics, anthropology, history, cultural studies, nutrition, and others as may be appropriate.
- Expose students to theories and artistic principles from other art forms.
- Bring performance examples from a variety of movement contexts to develop student skills in dance-making.
Standard III: The Content of Dance

Teachers Incorporate Experiences from Different Cultures and Time Periods.
Accomplished teachers:
- Help students explore the different purposes dance can serve in diverse cultures.
- Embed the teaching of dance history into dance instruction so students understand contexts and origins of dance movement, styles, and theories.
- Utilize movement material from a variety of dance styles.

Teachers Help Students Apply the Choreographic Elements of Dance.
Accomplished teachers:
- Instruct students in the elements of dance (i.e., time, energy, and space).
- Teach students to incorporate the elements of dance in creating choreographic compositions.
- Enable students to use appropriate terminology to describe, analyze, and evaluate dance.

Teachers Encourage Healthy Movement Practices.
Accomplished teachers:
- Apply sound anatomical and kinesiological principles of movement in teaching technique.
- Instruct students in sound nutritional practices to maintain healthy bodies, support energy needs, and provide nutrients necessary to sustain proper growth and stamina.
- Instruct all students in the prevention and care of dance injuries.
- Use safe dance practices whenever instructing dance in studio, classroom, or performance space.

Teachers Introduce and Model Effective Processes of Dance Critique for Students.
Accomplished teachers:
- Model analysis of dance movement and phrases so students can begin to analyze sequences that culminate in a choreographic composition.
- Model analysis of choreographic structure while teaching composition and in critiquing dances.
- Build effective formative and summative critiquing activities (e.g., observation methods, journaling, peer and self review, teacher feedback, video, etc.) into dance instruction.
Standard IV: Learning Environments

Accomplished teachers establish safe and engaging environments that meet the Opportunity-To-Learn (OTL) standards supporting student learning and growth.

Accomplished teachers ensure that dance practice and performance spaces adhere to the industry standards in facilities, equipment, safety and scheduling to create an optimal learning environment. Students must be able to move freely and safely in the dance area at all times. Teachers must work with studio and school administrators to construct or develop an appropriate dance space that promotes safety and promotes optimal learning and teaching.

The following recommendations for facilities, equipment, safety and scheduling promote optimal learning environments:

Teachers Provide and Maintain Facilities that Adhere to Industry Standards.

- **Facilities**
  - **Floor:** It is essential that dance classes be conducted on a floor constructed with requisite resilience and friction for safe dancing.
    - A time-tested solution is to build a sprung-wooden or raised wooden floor that provides a finished-wood and properly oiled surface, or cover the raw wood with industry approved rolled flooring, like marley.
    - Alternatively, there are many new floor constructions for dance. Administrators and teachers should research the market to see what is industry-approved, meets safety needs and requirements of the dance form, and is cost-effective.
    - It is not recommended that dance be taught on gymnastic mats. They are too mobile to provide a stable footing; they depress easily, catch feet, and promote stumbling; the surface is raised above the permanent floor and students fall off the mat promoting injury; and tender skin can tear on turns. Using socks on mats is also quite dangerous and not recommended.
  - **Space:** Students and teachers must be provided with unobstructed space, which means the space is free from beams, pillars, lighting fixtures, tables, chairs, radiators, fans, musical instruments, cafeteria and athletic equipment, storage containers, miscellaneous supplies, etc.
    - Two dimensional space requirements: Administrators and teachers must allocate a minimum of 60 square feet per individual just to accommodate for one’s use of space within one’s kinesphere (personal space).
    - Ceiling height requirements: Usually dance spaces are in open ceiling two-story rooms. If not in a two-story facility, lighting fixtures in ceilings must be recessed with a height of at least 10-12’ for non-partner dance training and 15-18’ for partner dance training.
    - All students and teacher(s) must be able to move freely and safely around the room.
    - Administrators and teachers must work together to create large, unobstructed and safe space needed for dance study and performance.

- **Drinking Water and Bathrooms:** Students and teachers must have access to drinking water and bathroom facilities for males and females near studio and performance spaces.
Standard IV: Learning Environments

**Teachers Provide and Maintain Equipment that Adheres to Industry Standards.**

- **Equipment**
  
  **Educational Equipment:** Standard and accessible equipment should include: television monitor with VHS/DVD connectivity, VHS/DVD player, camcorder, tripod, computer and/or smart board with internet capability, LCD projector, stereo system with CD player and audio cassette recording, MP3 player, CD and DVD recorders and playing capability, and a wide array of library/media resources (e.g., CDs, DVDs, VHS tapes, books, magazines, research journals, etc.).

  **Storage:** It is mandatory that secure storage space be provided to house the educational equipment cited above. The storage space must be handy but not obstruct dance movement space.

**Teachers Create and Maintain Safety Regulations that Adhere to Industry Standards.**

- **Safety:** The following instructions are required in order for students to be safe and secure in an instructionally effective learning environment. Accomplished teachers:
  
  - Adhere to the facilities and equipment requirements set forth above.
  - Understand and employ safe teaching practices founded in established principles of dance science, medicine, and education.
  - Understand and employ safe teaching practices founded in established principles of early childhood education.
  - Require appropriate clothing be worn in class that does not restrict movement. Apparel must allow teachers to see students’ anatomical alignment and placement, and movement patterns and connections.
  - Require that students know, understand, and adhere to the safety issues that surround dance activity. Use instructional posters and visual aids in the dance space to emphasize critical safety procedures.
  - Provide a safe environment where planned, spontaneous, and varied activities can occur.
  - Instruct students to avoid injury and attain good physical, mental, and emotional health during dance studies.

**Teachers Promote and Support Schedules that Adhere to Industry Standards.**

- **Scheduling:** The following recommendations are general guidelines. Scheduling is best determined by the host institution (teachers and administrators) based on program goals, teacher credentials, curriculum, facilities and equipment in light of students’ ages, gender, interests, and abilities.

  Daily instruction is best for students to gain the content skills and knowledge outlined in the *Standards for Learning and Teaching Dance*.

  **Elementary and Secondary Education:**
  
  - Elementary school students should receive standards-based dance education three to five (3-5) days per week for a minimum of thirty (30) minutes per day.
  - Middle school students should be provided three to five (3-5) days per week for forty to sixty (40-60) minutes per day.
  - High school students should be provided standards-based education classes five days per week for fifty to ninety (50-90) minutes per day.

  **Private Sector:** Depending on age, students in the private sector should attend classes one to three (1-3) days a week at the beginning level, two to five (2-5) days a week at the intermediate level and daily at the professional preparatory or professional level.
STANDARD IV: Learning Environments

Teachers Create an Environment for Optimal Learning that Adheres to Industry Standards.

- **Optimal Learning Environment:** The following instructions are met through the above specifications of facilities, equipment, safety, and scheduling. Providing such qualifications allows accomplished teachers to:
  - Establish environments where individuals and dance content, values, and learning are respected and honored.
  - Establish environments in which intellectual values, such as creative thought and expression, critical analysis and discussion, reflective decision-making, questions, experimentation, and revision are encouraged and supported.
  - Immerse students in an environment that encourages and expects accomplishment in dance that leads to artistic, conceptual, social, and emotional growth.
  - Explain and enforce well-established guidelines in acceptable social, intellectual, physical, and emotional behaviors.
  - Respect the thoughts and artistic judgments of students while encouraging responsible expression of individual viewpoints internal and external to the dance learning environment.
  - Encourage students and offer support to increase the prospects of student success.
  - Provide both recognition for positive behavior and ensure criticism is fair, constructive, and discretely shared.
  - Create an atmosphere where students feel safe and are encouraged to express their own ideas and values.
  - Anticipate and insightfully manage situations that provoke discontent or unrest in the dance space.
  - Implement disciplinary actions promptly and equitably with minimal disruption to the flow of the class.
Standard V: Instructional Resources and Strategies

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

Teachers Employ Effective Strategies to Ensure that Students Learn How to Dance, Learn About Dance, and Learn Through Dance.

Accomplished teachers:
- Use a variety of instructional strategies to teach students (e.g., visual, kinesthetic, auditory, tactile, active, reflective, sequential, etc.).
- Effectively combine teaching strategies with instructional aids and resources to maximize learning experiences.
- Engage students in learning about dance and dance education through research projects, field trips, master classes with other professional dancers, and community performances.

Teachers Ensure that Students Have Access to All Necessary Resources.

Accomplished teachers:
- Use a wide variety of instructional resources (e.g., CDs, tapes, films, videos, books, prints, computer software, videography, camcorders, DVDs, internet, etc.) as stimuli in creating, performing, and responding to dance content and process.
- Make high quality resources available to students for research, creative experience, enjoyment, and exploration.
- Develop an array of culturally rich resources that address a range of educational objectives and adapt them to meet the needs of individual students and teaching objectives.
- Utilize appropriate and continuously updated resources.
- Encourage students to add to instructional resources by locating equipment and materials that are relevant to issues being explored, thereby encouraging self-directed learning.
- Engage community resources to provide students with rich experiences that connect dance learning to community life.
- Provide additional learning opportunities for students who are struggling.
Standard VI: Collaboration with Colleagues to Advance the Field of Dance Arts Education

Accomplished teachers collaborate with dance administrators, colleagues, students, parents, and community leaders to advance dance arts education in their teaching environments and communities.

Teachers Contribute to the Stature and Growth of the Dance Education Profession.

Accomplished teachers:

- Commit to continuing one’s own professional growth and development as well as to that of students, colleagues, community, and the discipline.
  - Join and retain current membership in your professional dance arts education association.
  - Actively participate in the work of your professional dance arts education organization through serving on the board of directors, committees, and task forces and/or initiatives that impact the discipline and national reform.
  - Attend dance education conferences and observe dance education programs in other organizations to gain new perspective on how dance can be taught. Incorporate and implement the appropriate strategies.
  - Regularly present at professional meetings.
  - Regularly contribute to the professional literature in dance, arts, research, and education.
  - Serve as a mentor to colleagues, new and experienced teachers, and students.

- Collaborate with other dance educators at local, state, and national levels to strengthen instructional strategies and practices in dance.
  - Stimulate curriculum development in dance, arts, and interdisciplinary education.
  - Work collaboratively to design, improve, or evaluate professional development practices.
  - Sponsor professional development opportunities for other teachers.
  - Regularly serve on policy committees or councils.
  - Design and implement improved programs in dance education.
  - Build strong and supportive environments so students can learn and teachers can instruct dance as art.

- Collaborate with dance educators and artists from schools, private schools, districts, colleges, and universities to pursue a mutually supportive arts education research agenda that strengthens dance arts programming through the fulfillment of curriculum standards that focus on student achievement.
  - Use the dance learning environment as a laboratory for research and strive to understand phenomena associated with teaching and learning in and through dance, the intrinsic values of dance arts education, and the transfer of learning.
  - Publish research in an effort to contribute to the body of knowledge in the field.
  - Disseminate research that provides evidence of the value of the arts to stakeholders so they can effectively argue and procure support for the arts.

- Collaborate with colleagues to build a professional culture for dance arts education within your institution’s learning community.
  - Communicate to colleagues the importance of dance in a student’s well-rounded educational experience, and communicate the work and life skills developed as

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1 National Dance Education Organization is recognized as the foremost professional arts education service organization in the United States that is dedicated to learning and teaching dance as an art form in all educational environments including, but not limited to, private studios and schools of dance, PreK-12 education, colleges and universities, performing arts organizations, and community and cultural centers.

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a result of a student learning through the artistic processes involving creating, performing, and critical analysis.

- Understand that collaborations with peers and important community resources effectively cross-pollinate the dance, arts, and education communities.

Teachers Advocate for Arts Education Policies that have a Positive Impact at Local, State, and National Levels.

Accomplished teachers:

- Seek opportunities to participate in policy planning and implementation that impact dance education at the state and national level, and actively participate in policy planning and implementation at the local level.
- Collaborate regularly with dance education stakeholders and committees to develop a unified voice for change and communicate recommendations to appropriate personnel. Stakeholders may include, but not be limited to, administrators, teachers, parents, school board members, students, and members of the local arts agencies.
- Invite stakeholder committees into dance learning environments to experience first hand the rich contributions arts programs make to the lives of students and institutions.
- Work with stakeholder committees to analyze administrative decisions and policies that impact dance education programs.

Teachers Enhance Teaching and Learning in and through Dance by Collaborating with Colleagues on Diverse Topics and Activities.

Accomplished teachers:

- Collaborate with professionals in dance and arts research and education communities to build resources needed to refine teaching and learning in and through dance.
- Collaborate with other dance professionals (e.g., researchers, graduate students, administrators, etc.) to use the dance learning environment as a laboratory to conduct studies and research that expand the knowledge base. Suggested research topics include program evaluation, student assessment, educational and experiential phenomena, values of arts education, transference of learning, and 21st century skills.
- Actively network within one’s own professional circles, education agencies and state agencies to build the resources needed to refine teaching and learning in and through dance.
  In preK-12:
  - Collaborate with teachers of other academic disciplines to create integrated and interdisciplinary curricula. When appropriate, deliver interdisciplinary curricula through team teaching.
  - Collaborate with other arts educators to ensure a mutually supportive environment for all arts disciplines.

Teachers Contribute to the Intellectual, Creative, Cultural, and Artistic Life of the Learning Community within your Institution or Dance Studio.

Accomplished teachers:

- Build bridges from dance to other subject areas or genres for the benefit of all students.
- Work with administrators and teachers from other disciplines and dance forms to improve curricula and instruction, institutional policies, organization, and procedures for both the dance program and institution.
- Establish and sustain a community of learners among classmates and colleagues within your institution or dance studio.
- Engage community artists in the dance learning environment to provide depth and scope in learning in, about, and through dance.
• Collaborate with physicians, developmental specialists, special education, and resource teachers to create appropriate dance education programs for students with special needs.
Standard VII: Integrating State and Community Resources to Support and Enhance the Dance Program

Accomplished teachers use available resources within the state (e.g., state arts agencies, state dance associations, and funding sources) and assets within the local community (e.g., arts and education organizations, dance schools, K-12 dance specialists, and local artists from colleges and universities) to enrich dance programs.

Teachers Identify and Utilize Human Resources and Networks Available Within the Community to Enhance Dance Programs.

Accomplished teachers:
- Dialogue with local, regional, state, and national policy makers and agencies to stay abreast of arts education strategic plans, policies, resources, funding, and needs.
- Network with state policy makers and community leaders, artists, and cultural organizations to build support for dance arts education at state and community levels.
- Collaborate with community artists, performing arts organizations, dance schools, K-12, and postsecondary education to expand student exposure to, and experience in, community arts.
- Communicate within the dance education committee of stakeholders to allow for growth and development of the dance education program within the school and community.
- Encourage students to perform in community venues (e.g., arts festivals, nursing homes, hospitals, community centers, etc.) to entertain and educate the community about the dance education program.
- Develop mutually beneficial programs for dance teachers in the community (e.g., art programs, K-12, postsecondary education, private dance schools, outreach programs of performing arts, etc.) to provide enhanced opportunities in professional development, research, and program evaluation.

Teachers Seek Additional Funding and Grants from State and/or Local Arts Agencies to Support the Delivery of Instruction and to Expand Resources of the Dance Program.

Accomplished teachers:
- Research availability of grants, professional development, and funding opportunities from federal and state departments of education, state and local arts councils and arts alliances, the National Endowment for the Arts, national and family foundations, and corporations.
- Collaborate when possible in seeking external funding.
- Form a grant writing committee that seeks funds for the dance program.
- Seek counsel from grant administrators to develop successful grant proposals.
- Incorporate student assessments and program evaluations into the funding request (project analysis and report).
- Disseminate results to funding agents and appropriate parties.
- Collaborate with local businesses to receive funding for performances and everyday school materials.
- Attend town hall and parent meetings to establish fundraising committees.
- Network with parents and community members who are executives of national businesses to establish funds for the program.
Standard VIII: Reflective Practice: Assessment, Evaluation and Research

Accomplished teachers seamlessly blend teacher and student assessments, and program evaluation into daily instruction; and they recognize that the dance studio and classroom provide a laboratory for research to improve the teaching and learning processes.

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.

Teachers Integrate Assessments into the Student’s Educational Experience Informed by National Assessment Guidelines.

Accomplished teachers assure:

- Standards, curriculum, instruction, and assessments work together to produce a mutually reinforcing system of unified expectations for the student, teacher, and administrator.
- Assessments evaluate student knowledge, attitudes, and performance ability using modalities characteristic of dance as well as written and verbal modes of expression.
- Formative and summative assessments test dance content while making connections to other disciplines and life experiences.
- Assessments go beyond quantification to include students’ use of critical judgment.
- Assessments are designed to provide different benchmark levels of student achievement for content, skills, and knowledge learned at developmentally appropriate ages.
- Assessments address both the artistic process and product. Report data should enhance the public’s knowledge about the distinction, importance, and end goals of both artistic process and product.
- Assessment reports clearly articulate data and produce helpful information for a variety of audiences: students, parents, teachers, and administrators; local, state, and national policy makers; and community members. Appropriate reports are disseminated in a variety of ways targeting different audiences.

Teachers Assure Assessments are Authentic.

Accomplished teachers:

- Embed formative assessments in instruction to increase student learning and refine teaching practice, methods and strategies.
- Develop assessment exercises that most closely parallel the genuine artistic process and use appropriate modes of response. For example, the most appropriate way to assess students’ dance ability is to have them dance rather than answer written questions.
- Develop and implement assessment exercises congruent with time and resources allocated.
- Develop performance exercises that are demanding, rigorous, and authentic.
- Develop multiple performance exercises that require students to apply and demonstrate their knowledge of and ability to perform and create dance.
Standard VIII: Reflective Practice: Assessments, Evaluation and Research

- Integrate open-ended questions that require student responses in writing prompts that are integrated into exercises rather than administered in isolation.

Teachers Create Fair and Equitable Assessments that Evaluate Content, Skills, and Knowledge Central to Understanding Dance.

Accomplished teachers design assessments that

- Are part of a fair and balanced system of assessment.
- Align to industry, national, state or local standards.
- Are accessible and valid for all students (universal design).
- Are sensitive to ethnicity, gender, age, age-appropriate content, special needs, religious customs and considerations; geographic and regional distributions, rural, urban and suburban populations; language and cultural differences; socio-economic status; divergent points of view or potentially controversial subject matter, and other appropriate considerations.
- Provide clear and concise directions and expectations that are:
  - Fair
  - Developmentally appropriate.
  - Reliable from one student to another and from one evaluator to another.
  - Adapted to address varied student needs.
  - Free of bias.
- Have clear findings that are easily communicated and understood.
- Use time and resources efficiently.
- Occur regularly and are tied to instruction.
- Focus on dance content, knowledge and skills.
- Include formative and summative assessments.
- Reflect authentic learning tasks.
- Accurately identify indicators of student achievement and reflect student progressions of learning.
- Provide helpful feedback to students for self-evaluation and goal setting.
- Inform teacher instructional decisions.
- Measure whether students meet mission and goals of the dance program and unit of instruction.

Teachers Evaluate Program Outcomes to Increase Program Effectiveness.

Accomplished teachers:

- Learn to identify the components included in Outcomes-Based Evaluation (i.e., program purpose, inputs, activities and services, outputs, results, indicators, data source, and analysis of data in context of goals).
- Perform Outcome-Based Evaluations on one’s own programs and/or initiatives to assess the extent to which the program/initiative achieved intended results.
- Identify strengths and weaknesses of the program/initiative.
- Reflect on their findings and institute changes to improve program effectiveness and student learning.
- Write up factual reports to share with peers and administrators involved with change.
- Gather other types of evidence of programmatic success – e.g. anecdotal evidence, presentation of artifacts, testimonials, etc.
Teachers Understand and Value the Importance of Research and They Contribute to the Knowledge Base of Teaching and Learning in Dance Education.

Accomplished teachers:

- Understand and respect a variety of research methods, techniques, and essential research characteristics that embrace quantitative and qualitative inquiry.
- Understand that research is needed in areas that impact dance, arts, and education communities; policy and funding; curriculum, staffing and scheduling; certification; student and teacher assessments; integrated arts and interdisciplinary education; student achievement and performance; children-at-risk; multicultural education; opportunities-to-learn; and content standards at local, state and national levels. ¹
- Incorporate reflective practice into professional work to improve personal pedagogy (methods and practice) and student learning.
- Are informed of the research literature in dance education enough to understand what new or replicable research is needed in the field to advance the knowledge base.²
- Receive training in research and reflective practice from other researchers or research institutions.
- Practice in research training workshops and seminars with local colleges and universities or national art education association.
- Use the dance learning environment as a laboratory for action research.
- Collaborate with peers and/or researchers to pursue joint research projects.
- Publish research in a variety of journals and dance arts magazines to disseminate results, stimulate additional research and encourage collaborations to further the inclusion of dance in education discourse.
- Disseminate research findings to support field data collection, research and advocacy efforts.

¹ Dance educators teaching in any environment should read the National Dance Education Organization (2005) publication entitled: Research Priorities for Dance Education: A Report to the Nation. The book examines patterns, trends, and gaps in dance research 1926 to the present.

² The Dance Education Literature and Research descriptive index (2009; 2005) provides a wealth of information and offers extensive in-depth search capabilities for 4,100+ dance research and literature works (dissertations, theses, conference proceedings, and published and unpublished articles) written 1926 to the present. The DELRdi is published by the National Dance Education Organization and is free with membership (www.ndeo.org/research).
ACCEPTABLE DOCUMENTATION for the portfolio includes testimonial letters, position papers, curriculum, lessons, student work, student portfolios; transcripts; video of classes, student performances; programs, developed classroom materials/tools; presentations, workshops; publications including articles, books, reflective journals; essays; papers and other approved documentation.
Portfolio Checklist

**Standard I: Goals and Purposes of Dance Arts Education**

*Accomplished Teachers: (a) reflect critically on goals and purposes of dance education to make principled decisions for practice; (b) hold high expectations for all students; and (c) convey the importance of dance education in the lives of individuals and society.*

**Suggested evidence includes the following:**

- Written documentation of standards-aligned dance curriculum, units, and lesson plans.
- Written and video documentation of developmentally appropriate lessons on similar content/standards for at least two age-levels.
- Written and video documentation of lesson plans that engage students in the creative process.
- Personal reflective writings in regard to how instruction was revised based on student work and student reflection.
- Reflective writings that analyze and reflect on practice and explore curricular and instructional options.
- Student testimonials/journal excerpts about their class experiences including, but not limited to, observations, reflections, formative and summative assessments, performance tasks and projects, portfolios, video documentation, and peer mentoring.
- Personal professional development plan that establishes or identifies professional goals, areas for improvement, and strategies for professional growth.
- Evidence of how one differentiates instruction in regards to student ability and interests.
- Evidence of student goal setting that reflects their desire to improve skills, knowledge and abilities in dance.
- Evidence such as programs, workshop descriptions, or written or video documentation of student work that demonstrates students are exposed to opportunities that broaden their perspective of dance and their understanding of dance as an art form and means of expression.
- Written or video documentation of curriculum and course options that allow students the opportunity to study dance as it pertains to
  - Societal influences
  - Ritual and customs
  - Personal growth and lifetime influences
Portfolio Checklist

Standard II: Knowledge About Students

Accomplished Teachers: (a) demonstrate an understanding of human development to support student learning; (b) observe students and student work to understand individual differences; and (c) know that students take different paths to understand and create dance works.

Suggested evidence includes the following:

- Written documentation of standards-aligned dance curriculum, units, and lesson plans that reflects:
  - Age-appropriate instruction
  - Differentiated instruction.
  - Sequential instruction to maximize student learning and meet educational standards.
  - Assessment of student work and abilities (formative and summative).
  - Diversity in content, instruction, and assessments.
  - Incorporation of convergent and divergent thinking skills to enhance individual learning.

- Written lessons that demonstrate an understanding of how to:
  - Design student work that meets standards and class outcomes.
  - Design instruction to establish skills and develop concepts, building one upon another.
  - Use prior experience to determine where to begin instruction, determine what re-teaching is needed, and access students’ interests.
  - Scaffold instruction so that students are able to build knowledge from the simple to the complex.
  - Provide students with the opportunity to reflect on learning.
  - Explore and experience dance content in a variety of ways.
  - Vary methods of teaching to address diverse learning styles in the dance learning environment.

- Video documentation of lessons that demonstrate understanding of:
  - How instruction can be used to establish skills and develop concepts, building one upon another.
  - How human and artistic development is a complex, multi-dimensional process.
  - Sensitivity to a wide range of student characteristics and adapt teaching accordingly.

- Video documentation of student choreography that reflects issues of importance to the students, student diversity, and experience, and that includes student interviews on the impact of this work on them as a dancer and developing individual.

- A case study of a student that demonstrates sensitivity to a wide range of student characteristics and how to adapt teaching accordingly.

- Student analysis and reflection on dance works created by peers and other individuals.

- A survey of student backgrounds and interests and discuss how one integrates these aspects into daily practice.

- Student portfolios that demonstrate a range of assessments, student reflection, and documentation of the learning process.

- Documentation of a compilation of assessed student work including rubrics or checklists co-developed by students and teacher.
Portfolio Checklist STANDARD II: Knowledge of Students

- Paper or essay that reveals an understanding of the following:
  - Pertinent aspects of human growth and development to ensure students develop physically, mentally, socially, emotionally, and artistically through dance educational experiences.
  - How the study and production of dance works provides a means for students of all abilities to express issues of importance.
  - How to incorporate convergent and divergent thinking skills to enhance individual learning.
  - The complex, multi-dimensional process of human and artistic development.
  - How to integrate varied methods of teaching to address diverse learning styles in the dance learning environment.
Portfolio Checklist

Standard III: Standards and Curriculum: Skills and Knowledge of Dance Arts

Accomplished Teachers: (a) demonstrate a command of the content, process, and methodology of dance as an art form; (b) demonstrate skill in organizing and teaching dance content; (c) facilitate the artistic process: creating, performing, and responding; (d) incorporate content from related fields to enrich the dance curriculum; (e) incorporate experiences from different cultures and time periods; (f) help students apply the choreographic elements of dance; (g) encourage healthy movement practices; and (h) introduce and model effective processes of critiquing dance for students.

Suggested evidence includes the following:
- Written documentation of standards-aligned dance curriculum, units, and lesson plans that include the following:
  - Goals and objectives that reflect best practices.
  - Developmentally appropriate content and instructional methods.
  - The artistic processes of dance.
  - Safe movement practices including nutrition, the application of sound anatomical and kinesiological principles of movement when teaching technique, and the care and prevention of dance injuries.
  - Use of and exploration of the elements and principles of dance.
  - Movement material from a variety of dance styles, cultures, and times.
  - Dance history.
- Exploration and application of the elements and principles of choreography.
- Video-documentation of personal works of choreography, participation in dance classes and performances. Include reflection on how these experiences support and impact teaching.
- Personal reflection on personal growth as a dancer and how one can use this to assist the student artist.
- Written and video documentation of lessons that support student understanding of
  - Processes of creating, performing and responding.
  - Reflection on and revision of choreography and performance.
  - Using criteria to critique and provide feedback to peers on their work.
- Video documentation of lessons that demonstrate students using appropriate dance vocabulary when talking about and critiquing dance.
- Student analysis of dance works created by peers and other individuals.
Portfolio Checklist

Standard IV: Learning Environments

Accomplished Teachers: (a) provide and maintain facilities that adhere to industry standards; (b) provide and maintain equipment that adheres to industry standards; (c) create and maintain safety regulations that adhere to industry standards; (d) promote and support schedules that adhere to industry standards; and (e) create an environment for optimal learning that adheres to industry standards.

Suggested evidence includes the following:

- Video or journal that demonstrates an understanding of the Opportunity-To-Learn Standards through:
  - Keeping a copy of the OTL document available for reference.
  - Teaching, when possible, classes on a surface that is safe and resilient (or has documented advocacy for such).
  - Teaching, when possible, in a space that allows for an adequate amount of space for student movement (or has documented advocacy for such) and ventilation.
  - Providing unrestricted access to water and bathrooms
  - Ensuring that there is adequate equipment to support the program and student learning.
  - Ensuring that there is adequate instructional time to support student learning and provide for adequate class time to warm up, teach new content and cool down.

- Narrated video tour of dance facility that supports how it complies with the OTL recommendations.

- Documents that outline established safety rules and procedures in case of injury.

- Video or written journal that illustrates the type of classroom culture that one maintains through the following:
  - Encouraging student creative risk-taking.
  - Handling discipline.
  - Providing for equality among students.
  - Encouraging student responsibility.
  - Encouraging open communication among students.
Standard V: Instructional Resources and Strategies

Accomplished Teachers: (a) employ effective strategies to ensure that students learn how to dance, learn about dance, and learn through dance; and (b) teachers ensure that students have access to all necessary resources.

Suggested evidence includes the following:

- A list of resources that are available at the site such as:
  - Resource books.
  - Charts.
  - Films, DVD’s.
  - Tapes, CD’s.
  - Technology (computers, LCD, TV/VCR, multiple CD players, etc).

- A list of community-based resources such as:
  - Available classes in all genres.
  - Calendar of performances, festivals.
  - Local artists and dance companies.
  - Apprentice or mentoring opportunities.
  - Volunteer opportunities related to dance.
  - University or college programs.

- Copies of student assignments that reflect instructional practices.
  - Student work and reflective practices.
  - Creating, performing, and critical analysis.
  - Transfer of knowledge to other disciplines, workforce, and life skills.

- An essay about how one supports diverse leaders, provide makeup work, provide for supplemental classes, etc.

- Video documentation of the use of a variety of instructional strategies.

- Documentation of field trip activity.

- Documentation of any bulletin boards, program websites, word walls, etc. that provide ongoing instructional content to students.

- Copies of students logs that document their participation/involvement in community-based resources.
Portfolio Checklist

Standard VI: Collaboration with Colleagues to Advance the Field of Dance Arts Education

Accomplished Teachers: (a) enhance teaching and learning in and through dance by collaborating with colleagues on diverse topics and activities; (b) contribute to the intellectual, creative, cultural, and artistic life of the learning community; (c) contribute to the stature and growth of the dance education profession; and (d) advocate for arts education and policies that positively impact arts education at local, state, and national levels.

Suggested evidence includes the following:

- A list of collaborators and the specific impact they have on various aspects of one’s program.
- Documentation use of community-based resources such as:
  - Guest artists.
  - Community–based performances.
  - Local private dance studios
  - Colleges and universities.
- Evidence of collaboration with
  - Researchers.
  - Advocacy groups.
  - Professional organizations.
- Documentation of school- and district-based committee involvement such as:
  - Involvement in developing the Individualized Education Program (IEP) of special needs students.
  - School improvement team.
  - Parent Teacher Association (PTA), Parent Teacher Organization (PTO), and parent advisory groups.
  - Standards and assessment development or curriculum writing.
  - Professional development.
  - Strategic planning.
  - Policy development.
- Documentation of how students intentionally provide information to the community about the benefits of dance education.
- Evidence of attendance at professional conferences or site visits to other programs.
- List of supporters and a description of how they interact with one’s program.
- Evidence of any advisory boards that one has formed to support programs. Includes:
  - List of participants.
  - Meeting agendas.
  - A description of impact of group.
- Documentation of action research projects.
- Documentation of memberships in local, state, regional and national organizations that benefit professional growth.
- Documentation of volunteer efforts that might impact the field of dance education.
- Video documentation of any collaborations between oneself and other classroom teachers.
- Testimony that supports one’s role as a resource for classroom teachers.
- Documentation of how one exposes the outside community to one’s program.
- A list of performances made by students outside the dance learning environment.
- Documentation of professional writings or presentations.
Portfolio Checklist

- An individual professional plan and documentation of all professional development such as:
  - Study/discussion groups.
  - Course work.
  - Conferences and workshops.
  - Mentoring.
  - Apprentice opportunities.
  - Intern or externships.
  - Action research.
  - Curriculum development.
  - Journal or reflective writings.
  - Committee work.
  - Site visits to other programs.
Portfolio Checklist

Standard VII: Integrating State and Community Resources to Support and Enhance the Dance Program

Accomplished Teachers: (a) identify and utilize human resources and networks available within the community to enhance dance programs; and (b) seek additional funding and grants from state and/or local arts agencies to support the delivery of instruction and to expand resources of the program.

Suggested evidence includes the following:

- Lists of funding resources that are available and can be used to enhance programming.
- Written documentation of one’s awareness of local, state and national issues that have the potential to impact the dance program.
- Documentation of all funding that one has brought into the program outside of the usual funding paths.
- A list of community service and outreach performed by a) one individually and b) by students.
- Documentation of participation in grant writing workshops.
- A funding plan for the program that demonstrates how one would support the program should traditional funding sources be cut.
- Written reflection about a grant that was not funded and how one might revise it based on feedback from funders, colleagues, etc.
- Evidence of involvement in
  - Arts advocacy.
  - Policy development.
  - Grant writing.
  - Political networking.
  - Leadership roles.
Portfolio Checklist

**Standard VIII: Reflective Practice: Assessment, Evaluation and Research,**

**Accomplished Teachers:** (a) integrate assessments into the student’s educational experience informed by the National Assessments Guidelines; (b) assure assessments are authentic; (c) create fair and equitable assessments that evaluate content, skills, and knowledge central to understanding dance; and (d) evaluate program outcomes to increase program effectiveness; and (e) understand and value the importance of research and contribute to the knowledge base of teaching and learning in dance education.

**Suggested evidence includes the following on Assessments:**
- Collections of student work and assessments that demonstrate the depth and breadth of student learning.
- Copies of teacher and student generated rubrics and criteria charts used in the program.
- Documentation of participation in research training workshops.
- Documentation of how one uses the classroom as a laboratory for research and reflection.
- Documentation of student reflection on learning.
- Assessments that honor different learning styles.
- Documentation of how one uses best practices.
- Documentation of authentic assessments.
- A series of open-ended questions that can be used for student reflection.
- Samples of student portfolios.
- A compilation of assessments used throughout the program.
- A paper on how teacher designed assessments are
  - Direct.
  - Fair.
  - Practical.
  - Easily communicated.
  - Valuable to the student.
  - Valuable to the teacher.

**Outcomes-Based Evaluation:**
- Completed and detailed Outcome-Based Evaluations including: program purpose, inputs, activities and services, outputs, outcomes, indicators, data source, and analysis of data in context of goals.

**Research:**
- Documentation of an action-research project on some question having to do with the program or practice.
- An essay that discusses the value of research in dance education.
- An essay on how one uses student data to revise instruction.
- Documentation of published research.
- Citations of current research and descriptions of how one is using it to improve practice.
- Video evidence of student-led conferences on student learning.
- Evidence of serving on committee or task forces that assess and initiate needed research in the field.
Notes:
Notes: