National Dance Education Organization

Professional Teaching Standards
for
Dance in Arts Education

National Dance Education Organization
4948 St. Elmo Avenue, Suite #301
Bethesda, MD 20814-6065
301-657-2880ph
301-657-2882f
info@ndeo.org
www.ndeo.org

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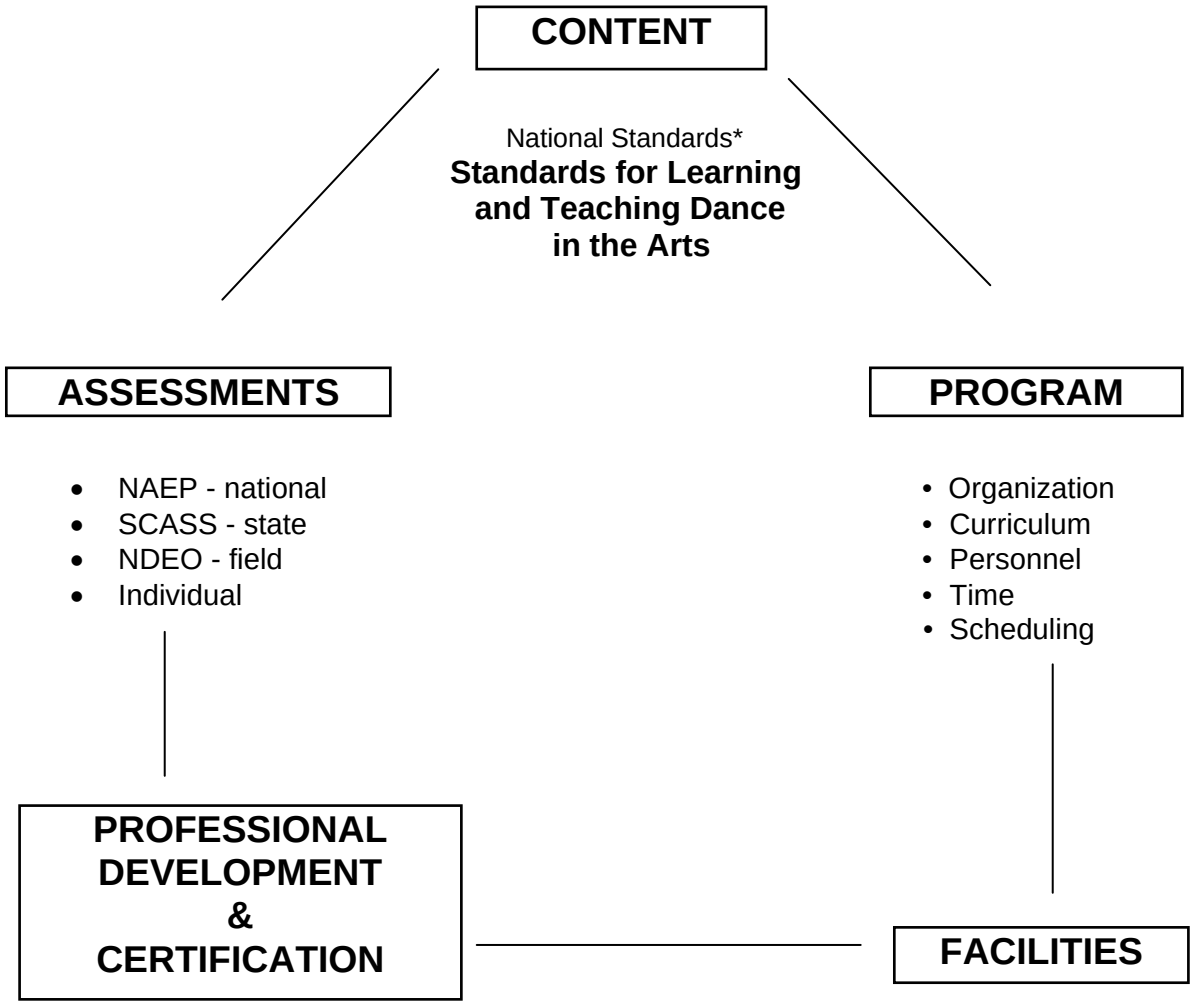

Dance Content, Process & Methodology

- Goals and Purposes of Dance Education
- Knowledge of Students
- Content and Teaching of Dance
- Learning Environments
- Instructional Resources and Strategies
- Collaboration with Stakeholders to Advance Dance Arts Education
- Integrating State and Community Resources to Support and Enhance the School Arts Curriculum
- Reflective Practice: Research, Assessment & Evaluation

- Space
- Materials
- Equipment
- Resources
- Budget

PROFESSIONAL TEACHING STANDARDS FOR DANCE IN ARTS EDUCATION

The Professional Teaching Standards for Dance in Arts Education describe the criteria expected of accomplished dance educators. These eight professional teaching standards address four domains of knowledge which include: the mastery of the dance content, the skills and knowledge in dance, the mastery of teaching and learning dance in relationship to education and community resources, and the mastery of reflective practice – research, student/teacher assessments, and program evaluation.

The Professional Teaching Standards provide guidelines for accomplished teachers and may be useful in ascertaining the "highly qualified" status of a dance educator in a state transitioning to full dance certification; or, in states without certification, they may be helpful in formulating policy towards certification in dance education.

Professional Teaching Standards:

1. Goals and Purposes of Dance Education
Accomplished teachers set attainable goals for students based on clear conceptions of how dance engages students in relevant life experiences.

2. Knowledge of Students
Accomplished teachers demonstrate an understanding of the development of students from childhood through young adulthood in relationship to cognitive, affective and kinesthetic dance learning. Teachers should recognize student interests, abilities, and needs in order to inform age-appropriate instructional decisions.

3. The Content and Teaching of Dance
Accomplished teachers use their knowledge of dance to aid students in acquiring proficiency so they can create, perform and critically analyze dance made by self and others; and, interpret and evaluate works of art in dance.

4. Learning Environments
Accomplished teachers establish cohesive learning environments in which students actively learn and create; and in which dance content and transformational thinking are valued.

5. Instructional Resources and Strategies
Accomplished teachers utilize a variety of resources and research materials that enable the students to maximize learning. Students will be able to employ strategies as they learn about the diverse roles dance has played in history, culture, society, theatre, and education.

6. Collaboration with Stakeholders to Advance Dance Arts Education
Accomplished teachers collaborate with administration, fellow teachers, students, parents, school board members, and members of local educational agencies to improve schools through the advancement of knowledge and practice in dance.

7. Integrating State and Community Resources to Support and Enhance the School Arts Curriculum
Accomplished teachers use available resources to enrich dance programs for the entire school community within the state.

8. Reflective Practice: Research, Assessment, and Evaluation
Accomplished teachers reflect on daily lessons and lesson execution through monitoring, analyzing, and evaluating their teaching in relationship to student progression. Teachers research topics to expand the knowledge base in arts and education pedagogy.

Standard I: Goals and Purposes of Dance Education

Accomplished teachers set attainable goals for students based on clear conceptions of how dance engages students in relevant life experiences.

The overarching goal of dance education is to enrich students' lives with lifelong skills, perspectives, sensibilities, and understandings enhancing their ability to dance and relate to experiences through dance. Engaging students in the creation and study of aesthetically-based dance is a vehicle that teachers employ to promote student growth. Dance teachers not only introduce students to movement skills, diverse subjects, and cultural issues, but they also introduce them to ways of seeing, knowing, moving, communicating, and responding to dance.

Teachers reflect critically on Goals and Purposes of Dance Education and Principled Decisions about Practice.
Accomplished teachers:

- Respect and understand dance content to help teachers develop instructional units and guide teaching decisions.
- Align curriculum with teaching goals and objectives with the adapted national standards.
- Shape instructional objectives based on the developmentally appropriate needs of the students.
- Embrace creativity as a primary means of developing and refining critical thinking skills.

Teachers Hold High Expectations for All Students.
Accomplished teachers help students:

- set attainable goals and high standards
- attain national, state, and local dance standards into all instructional practices and curricular objectives
- engage thoughtful analysis, exploration, and reflection
- encourage experimentation and appreciation of ambiguity
- respect unique perspectives in dance
- attain levels of understanding or interpretations in varied dance works
- value distinctive backgrounds and cultural heritage of self and peers
- honor individual student abilities and interests
- understand dance as an art form and means of expression

Teachers Convey the Importance of Dance Education to the Individual and Society.
Accomplished teachers:

- ensure that students recognize the role dance education plays in their lives beyond the classroom
- facilitate the acquisition of dance skills and perspectives resulting from instruction
- enable students to understand the effect dance has on society
- ensure students experience how rituals and customs of a society are expressed in dance
- empower students to grow in dance knowledge, skills, and appreciation
- inspire students to become life-long learners in dance and the arts

Standard II: Knowledge of Students

Accomplished teachers demonstrate an understanding of the development of students from childhood through young adulthood in relationship to cognitive and kinesthetic dance learning. Teachers should be able to recognize student interests, abilities, and needs in order to formulate age-appropriate instructional decisions.

Accomplished teachers recognize students' artistic, physical, and intellectual development affect instructional decisions. Since conceptual, affective, and social thinking skills expand during adolescence and young adulthood, it is important that students become actively involved in meaningful dance education processes and works of art that stimulate their development. Teachers understand the nature of human development and the interdependence of these different aspects of thinking. They use their knowledge of development to inform and revise teaching.

Teachers Support Student Learning for Progression of Each Level of Mastery.

Accomplished teachers:

- create age-appropriate instruction
- sequence instruction to maximize student learning and meet educational standards
- design instruction to establish skills and develop concepts, building one upon another
- know and apply pertinent aspects of human growth and development to ensure students develop physically, mentally, socially, emotionally, and artistically through dance educational experiences

Teachers Demonstrate an Understanding of the Development of Adolescents and Young Adults in Relation to Dance, Art, and Education.

Accomplished teachers:

- recognize that human and artistic development is a complex, multi-dimensional process
- be sensitive to a wide range of student characteristics and adapt teaching accordingly
- acknowledge that the study and production of dance works provides a means for students of all abilities to express issues of importance

Teachers Observe Students and Student Work to Understand Individual Differences.

Accomplished teaches:

- learn about and capitalize on students' prior knowledge
- recognize that knowledge is constructed, not simply received
- be alert to students' prior knowledge, experience, and potential misconceptions of dance
- utilize a variety of formative and summative assessments, such as rubrics, positive reinforcement, and journals/portfolios, to evaluate individual progress in dance performance, choreography, dance history and theory during the learning process.

Students Take Different Paths to Understand and Create Dance Works.

Accomplished teachers:

- integrate varied methods of teaching to address diverse learning styles in the classroom
- capitalize on the variety of individual student backgrounds through the analysis of how people, cultures, and ideas provide stimuli or inspiration, to create dance
- encourage students to value different points of view expressed in dance works created by peers and other individuals
- incorporate convergent and divergent thinking skills to enhance individual learning

Standard III: The Content and Teaching of Dance

Accomplished teachers use their knowledge of dance to aid students in acquiring proficiency. Dance expertise will allow students to create, to perform, and to critically analyze dance through interpretation and evaluation of self and other.

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

Accomplished teachers:

- immerse self in the artistic process of creating, performing, and responding to dance through the demonstration of mastery in the studio/classroom
- incorporate direct personal experience into the pedagogy of dance technique while creating, choreographing, analyzing, critiquing, and facilitating student mastery
- integrate the artistic processes of dance supporting the development of understanding and enjoyment of dance as an art form

Teachers Demonstrate Skill in Organizing and Teaching Dance Content.

Accomplished teachers:

- create standards-based lessons, lesson plans, units, and curricular guidelines based on national, state and local expectations for students
- choose goals and objectives that reflect currently held best practices ensuring students meet/exceed national, state, or local standards
- incorporate developmentally appropriate content and instructional methods to maximize student learning

Teachers Facilitate Creating, Performing, and Responding to Dance by Self, Peers, and Others.

Accomplished teachers:

- engage students in purposeful dance making while utilizing compositional and choreographic tools that foster skills in creating dances that communicate intention
- nurture the love of dance with the insistence of quality technical development
- instill sound dance skills that enable students to progressively increase their ability to perform with artistic and kinesthetic awareness
- structure opportunities for students to benefit from giving and receiving feedback through critiques from classmates, teachers, and other professionals
- create opportunities for students to reflect on their work; for example, student journals, self-evaluations, etc.
- provide thoughtful critiques of students' works throughout the creative process allowing for growth in composing, choreographing, presenting, and revising dance compositions

Teachers Promote Student Understanding of Dance as an Artistic, Kinesthetic, Educational, Social, Cultural, and Theatrical Experience.

Accomplished teachers:

- utilize theories and artistic principles that increase students' awareness of the kinetic art of dance
- bring performance examples from a variety of dance styles to develop students' appreciation of the art of choreography as well as the notion of artistic and athletic dancing
- 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

Teachers Incorporate Experiences from Different Time Periods and Cultures.

Accomplished teachers:

- utilize movement material from a variety of dance styles
- develop broad appreciation of dance by including dance experiences around a variety of dance styles, cultures, and times
- create several units on dance history that correspond with dance technique and skills so students understand the sources of specific dance applications

Teachers Help Students Apply the Choreographic Elements of Dance.

Accomplished teachers:

- ensure students develop a language for dance movement based in the elements of dance
- instruct students to artfully use the elements of dance when creating
- enable students to use appropriate terminology to describe, analyze, and evaluate dance

Teachers Encourage Safe Movement Practices.

Accomplished teachers:

- instruct all students in the importance of eating nutritionally to maintain healthy bodies, support energy needs, and provide nutrients necessary to sustain proper growth and stamina
- instill safe dance practice both inside and outside the classroom/studio
- apply sound anatomical and kinesiological principles of movement to teaching technique
- instruct all students in the care and prevention of dance injuries as part of the middle and high school curriculum

Teachers Share Effective Processes of Dance Critique with Students.

Accomplished teachers:

- analyze dance movements and teach students how to analyze dance
- analyze choreographic structure and articulate it in teaching composition and in critiquing dances
- employ effective methods of critique (peer, self, and teacher critique) to advance students in their dance studies

Standard IV: Learning Environments

Accomplished teachers establish learning environments in which individuals are actively engaged in the subject matter.

Teachers create organized classrooms that are well designed and exhibit an imaginative and functional use of space to accomplish their instructional objectives. They also create and modify spaces to invite student participation and to maximize accomplishment while ensuring the environment is safe and conducive to learning. In addition, teachers attend to the effective management of classroom activity, distribute and use props, music, and other educational materials, and find secure storage for all equipment and materials.

Teachers Know and Implement the revised *Opportunity-To-Learn Standards in Dance Education.*

Accomplished Teachers: take the initiative to communicate the Opportunity-To-Learn guidelines to the principal and district administrators who oversee their implementation. Critically important and most frequently overlooked are:

- ***Facilities:***

  Floor: It is essential that dance classes are conducted on a floor constructed with requisite resilience and friction for safe dancing. This requires a sprung-wood (or raised-wood) sub-floor with an appropriate overlay, such as Marley. At all costs, students and teachers should not dance on concrete or linoleum over concrete.

  Space: Students and teachers must be provided with unobstructed space to accommodate moving from one place of the room to another without hazard. They must be able to move freely within their own personal space (kinesphere) and travel freely around the room. Administrators and teachers must allocate a minimum of 50 square feet per student and teacher.

  Drinking Water and Bathrooms: Students and teachers must have access to drinking water and separate bathroom facilities for boys and girls near studio and performance spaces.

- ***Equipment:*** Standard equipment is in place for teaching including: 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, and playing capability, and a wide array of library/media resources (e.g., CDs, DVDs, VHS tapes, books, magazines, research journals, etc.)

- ***Scheduling:*** Daily instruction is the best suited for building skills and technique. To attain the level of proficiency called for in the standards, students in elementary school receive standards-based dance education 3-5 days per week for a minimum of 30 minutes a day. At the middle school level, classes should be provided 3-5 days per week for 45-60 minutes. Daily instruction for 60-90 minutes is recommended in high school. The dance curriculum throughout the K-12 spectrum shall encompass the artistic processes of creating, performing, and critically analyzing dance works by professional choreographers, classmates, and other dancers as they interconnect with history, culture, and other arts and non-arts disciplines.

Environments that Promote Social Responsibility, Self Discipline, and Equity.

Accomplished teachers:

- establish environments where individuals, dance content, dance 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, questioning, experimentation, and revision are encouraged and supported
- create a reservoir of instructional resources and diverse strategies to maximize learning for all individuals
- acquaint students with an environment that encourages and expects accomplishment in dance that leads to artistic, conceptual, social, and emotional growth
- explain and enforce well-established guidelines regarding acceptable social, intellectual, physical, and emotional behaviors
- consistently apply expectations to all students equally
- respect the thoughts and artistic judgments of students while encouraging responsible expression of individual viewpoints inside and outside of the classroom
- encourage students to experiment in their work, set high standards for achievement, and offer support to increase the prospects of student success
- apply principles of fairness to all students and all learning situations
- establish emotionally supportive environments where students are recognized for positive behavior and criticism is fair, constructive, and discretely shared
- foster communication skills so students are able to express their own ideas and values through artistic creation
- use dance and dance making to demonstrate how other cultures have confronted philosophical and ethical questions through dance; providing the basis for open student expression, discussion, and debate about important issues
- model decision-making behavior and empower students to make informed decisions
- help students learn key ideas, themes, and concepts in dance education
- anticipate and insightfully manage situations that provoke discontent or unrest in the classroom
- implement disciplinary actions promptly and equitably with minimal disruption to the flow of the class

Create and Maintain a Safe and Instructionally Effective Learning Environment.

Accomplished teachers:

- provide a safe environment where planned, spontaneous, and varied activities can occur
- do not put students at risk under any circumstances
- require that students know, understand, and adhere to the safety issues that surround dance activity; failure to comply, will result in appropriate action from the instructor
- instruct students to use anatomically correct dance technique to avoid injury and attain good physical, mental, and emotional health during dance studies

Standard V: Instructional Resources and Strategies

Accomplished teachers utilize a variety of resources and research materials that enable the students to learn dance through multiple intelligences. Students will be able to employ strategies as they learn about the diverse roles dance has played in history, culture, society, theatre, and education.

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 in the classroom
- effectively combine teaching strategies with instructional aids and resources to maximize learning experiences
- engage students in hands on experiences through field trips to learn about dance education, master classes with professional dancers, and community performances

Teachers Ensure that Students have Access to All Necessary Resources.

Accomplished teachers:

- use a wide variety of instructional resources (CDs, tapes, films, videos, books, prints, computer software, videography, camcorders, DVDs, etc.) as stimuli in creating, performing, and responding to dance content and process
- ensure high quality resources are made 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 classroom objectives
- establish help classes for students who are struggling with choreography to receive additional assistance at lunch or after school
- create a bulletin board or website that is updated daily with classroom resources, dance vocabulary, daily assignments, and a detailed list of the choreography covered in class

Teachers Assemble Comprehensive and Well-Balanced Resources that Help Students Learn About and Become Involved with Dance of Different Historical Periods and Cultures.

Accomplished teachers:

- use diverse resources to increase student learning and enrich artistic experiences aiding students to make connections between their cultures and life experiences to the world of dance
- encourage students to add to classroom resources by locating equipment and materials that are relevant to the issues being explored; and thereby encourage self-directed learning
- employ community resources to provide students with authentic cultural movement experiences
- create research project assignments where students give presentations on different cultures and their dances/customs

Standard VI: Collaboration with Stakeholders to Advance Dance Arts Education

Accomplished teachers collaborate with administration, fellow teachers, students, parents, school board members, and members of local education agencies to improve schools through the advancement of knowledge and practice in dance.

Accomplished teachers enhance teaching and learning in and through dance by collaborating with colleagues on diverse topics and activities. Teachers bridge common instructional standards and units with the collaboration of colleagues from other disciplines to create an integrated and interdisciplinary curriculum. In addition, teachers work closely with other arts educators to ensure the Opportunity-To-Learn Standards for all the arts are achieved in each discipline. Teachers also use their classrooms as laboratories to expand the knowledge base in education through research, reflection, and revision. Important research topics include educational and experiential phenomena associated with teaching and learning, intrinsic and instrumental values of arts education, and transference of learning. To achieve these important tasks, accomplished teachers collaborate with other professional educators in dance, arts, research and education communities, and actively network within their own LEA and state agencies to build the resources needed to refine teaching and learning *in* and *through* dance.

Teachers Advocate for the Arts in Education and Influence of Policies that Affect Arts Education in Communities, Local Education Agencies, State, and Nation.

Accomplished teachers:

- create a dance education committee comprised of the stakeholders involved in the school community; stakeholders would include, administrators, students, teachers, parents, school board members, and members of the LEA
- invite stakeholder committee into a dance arts classroom to evidence first-hand the rich contributions arts programs make to the lives of students and to school environments
- actively participate in policy planning and implementation at the school and LEA levels
- pursue research to increase the knowledge base of information upon which stakeholders can articulate the intrinsic and instrumental values dance affords all students
- analyze administrative decisions that could have a positive or negative impact on the quality of dance/arts education programs in collaboration with the dance education committee of stakeholders
- understand the impact professional development and Opportunity-To-Learn guidelines have on the delivery of quality instruction
- collaborate regularly with the dance education committee to develop a united voice for change and communicate recommendation(s) to appropriate school personnel
- attend dance education conferences and observe dance education programs in other schools outside of your district or county to receive a different perspective on how dance is taught in diverse school communities

Teachers Collaborate with Artists and Educators in the Local Community to Complement In-school Course Curriculum.

Accomplished teachers:

- identify and collaborate with community artists and educators in allied environments (performing arts organizations and outreach programs, higher education, community/cultural centers, private dance schools, and dance associations) to develop initiatives that broaden student/teacher involvement and experience in dance
- create opportunities for professional development initiatives while partnering with local colleges and universities, performing arts organization, and private dance schools

- invite researchers and graduate students into the dance laboratory to conduct studies on program evaluation, student assessment, and issues of common concern to arts and education

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

Accomplished teachers:

- committed to the continuing growth and development of students, themselves, colleagues, their school, and their discipline
- utilize classroom as a laboratory for research in an effort to understand the phenomena associated with teaching and learning *in* and *through* dance, the intrinsic and instrumental values of dance arts education, and transferal of learning
- communicate to the entire school community the vital role that dance education plays in a student's well-rounded education and acceptance as a productive citizen
- collaborate with colleagues to foster a professional culture in the school that accepts and nurtures a significant place for dance and arts education
- serve as mentors to students, new and experienced teachers, and work with colleagues to design, improve, or evaluate professional development practices
- stimulate curriculum development in dance, arts, and interdisciplinary education
- regularly attend and present at professional meetings
- regularly contribute to the professional literature in dance, arts, research, and education
- regularly serve on policy committees or councils
- collaborate with educators and artists from other schools, districts, colleges, and universities to pursue a mutually supportive arts/education research agenda that strengthens arts programming through the fulfillment of curriculum standards focusing on student achievement
- collaborate with other dance educators at local, state, and national levels to strengthen instructional strategies and practices as well as design and implement improved programs in dance education
- understand that collaborations with peers and external community resources effectively cross-pollinate the dance, arts, and education communities
- regularly participate in professional involvement to expand the knowledge of students, strengthen their understanding of dance and its connection to other disciplines, and contribute knowledge and skills to the general quality of education

Teachers Collaborate with Academic Teachers to Integrate the Arts and Other Academics in Education.

Accomplished teachers:

- regularly meet with other teachers in the school(s) to develop broader collaborative units of study for teachers and students through team teaching
- integrate standards-based, age-appropriate dance curricula into other academic units of study allowing for equal opportunity of problem solving techniques and critical thinking skills utilized in comprehensive dance education
- invite artists, performing arts organization outreach programs, teachers in private schools of dance, and/or higher education faculty into your classroom to build bridges to external community resources and meet instructional needs
- invite researchers from local universities to become involved in implementing interdisciplinary studies in the classroom, school, or LEA

Teachers Contribute to the Intellectual, Creative, Cultural, and Artistic Life of the School.

Accomplished teachers:

- build bridges between dance and other subject areas
- establish and sustain a community of learners among classmates and colleagues
- work with administrators and teachers from other disciplines to improve curricula and instruction throughout the school
- collaborate with special education and resource teachers to develop appropriate dance education programs for students with special needs

- work with other educators as well as the dance education committee of stakeholders to improve school policies, organization, and procedures
- bring artists into classrooms to provide depth and scope in learning in, about, and through dance

Standard VII: Integrating State and Community Resources to Support and Enhance the School Arts Curriculum

Accomplished teachers use available resources within the state such as, state arts agencies, dance associations, and funding sources as well as assets within the local community such as, arts and education organizations, private dance schools, and local artists from colleges and universities in order to enrich dance programs for the entire school community.

Teachers Recognize that Dance Thrives Beyond the Immediate Classroom, Faculty, and School.

Accomplished teachers:

- dialogue with state policy makers, state agencies, and departments of education to stay abreast of state 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, private dance schools, and higher 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 community
- perform for the community in venues such as nursing homes, hospitals, and community centers to entertain and to educate the community about the dance education program within the community
- develop mutually beneficial programs for dance teachers in the community (artists, K-12, higher education, private dance schools, and outreach programs of performing arts) 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.

Accomplished teachers:

- research availability of grants, professional development, and funding opportunities from federal and state departments of education, state 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 who seeks funds for the dance education department
- seek council from grant administrators to develop successful grant proposals
- incorporate an evaluation component into the funding request, project analysis, report
- disseminate results to funders and appropriate parties
- collaborate with local businesses to receive funding for performances and everyday school materials
- attend town hall and PTA meetings to establish fundraising committees
- network with parents and community members who are CEO's of national businesses to establish funds for the program

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

Accomplished teachers reflect on daily lessons and lesson execution through monitoring, analyzing, and evaluating their teaching in relationship to student progression. Teachers research topics to expand the knowledge base in arts and education pedagogy. They also integrate a variety of assessment tools, such as rubrics, into their daily curriculum to support student learning throughout the academic year. 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 conferences to capitalize on a teacher's strengths and offer assistance in areas of weakness. Research, assessment, and evaluation are necessities to a dance curriculum in order to adapt lessons to the needs of the students while achieving professional goals through the advancement of students to the next level.

Teachers Use the Classroom as a Laboratory for Research and Reflection.

Accomplished teachers:

- understand and value the importance of research, how it contributes to the knowledge base of teaching and learning, and how classrooms can serve as laboratories for gathering important data
- understand and respect a variety of research methods, techniques, and essential research characteristics that embrace quantitative and qualitative investigations
- receive training in reflective inquiry and research with training in artistic processes for action research to be an integral aspect of teaching dance
- collaborate with researchers on design and implementation
- know current research subject matter in order to design new or concurrent studies that capitalize on the knowledge base of prior research
- participate in research training workshops and promote professional development for staff in partnership with local colleges and universities
- publish research in a variety of journals to encourage collaboration and dissemination of research and further the inclusion of dance in educational discourse
- understand research is needed in areas that impact dance, arts, and education communities: policy and funding, curriculum, staffing and scheduling, certification, assessments (student and teacher), integrated arts, interdisciplinary education, student achievement and performance, children-at-risk, multicultural education, and opportunities-to-learn and content standards (local, state, and national)

Teachers Integrate Assessments into the Student's Educational Experience informed by the National Assessments for Educational Progress' *Assessment Framework for Arts Education (*1994) Guidelines.

Accomplished teachers assure that:

1. Standards, curriculum, instruction, and assessments work together to produce a mutually reinforcing system of unified expectations for the student, teacher, and administrator.
2. Assessments evaluate student knowledge, attitude, and performance using modalities and forms of expression characteristic of the discipline and in verbal and written language modes as well.
3. Assessments honor the discrete discipline; however, the assessments should make connections to other disciplines and life experiences so the student sees prior learning experiences as a unified whole.
4. Assessments affirm and articulate there is discrete content to be learned in a discipline. Teachers help the student use his/her own intellectual, emotional, and physical skills to construct meaning from that content.
5. Assessments incorporate multiple modalities of testing: on-demand and curricular embedded assessments; collections of student work (portfolios); performance tasks (videos); journals;

interview and observation; self and peer reviews; and open-ended, constructed responses, and forced choice formats.

6. Assessments go beyond quantification to include the student's use of critical judgment. Efforts are made to ensure reporting includes quantitative and qualitative performance data.
7. Assessments connect to life outside of school enabling the student to link personal knowledge, experience, and community resources to the learning experience.
8. Assessments are designed to provide different benchmark levels of student achievement for content, skills, and knowledge learned at developmentally appropriate ages.
9. Assessments use a common list of background variables or contextual information that recognize differences and inequities in school resources and conditions related to achievement – i.e., teacher qualifications, instructional time, school structure, cultural and social background of the school community, and incentives. Report data should be contextualized in this information.
10. 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.
11. Assessments are based on a comprehensive vision of education and should communicate that vision clearly. Assessments are multifaceted and thoughtful activities leavened in the reality of time, materials, and human resources available.
12. 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:

- develop and implement assessment exercises congruent with time and resources allocated
- 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 performance exercises that are demanding, rigorous, and authentic
- develop multiple performance exercises that require students apply and demonstrate their knowledge and ability of dance
- 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:

- accessible and valid for all students (universal design);
- sensitive to ethnicity, gender, age, age-appropriate content, disabilities, religious content and considerations, rural and urban populations, geographic and regional distributions, cultural or language differences, economically advantaged and disadvantaged, controversial points of view or subject matter, and other appropriate considerations
- ***direct*** - provide the most straightforward route to gathering and judging information about a student's attainment of the criteria of the lesson through clear and concise directions and expectations
- ***fair*** - be developmentally appropriate; deliver scores that are reliable from one student to another and from one evaluator to another; provide alternative assessment approaches to address varied student needs; and be free of bias
- ***practical*** - efficient in terms of committed time and resources
- ***easily communicated*** – assessment process, findings, and value are easily understood by all stakeholders who can identify quality performance or work resulting in an appropriate grade or mark of progress

- ***valuable to the student –*** focus on discrete content, skills and knowledge of a learning area; evaluate the student's progression in learning; and help students' self-evaluate, and set goals and improve their work
- ***valuable to the teacher*** – inform instructional decisions; and guide and focus professional development

Executive Task Force Committee:

Jane Bonbright, Ed.D., Executive Director, NDEO
Karen Bradley, M.A., C.M.A., Assoc Professor, Director of Graduate Studies, University of Maryland/College Park, MD.
Sara Lee Gibb, M.S., Dean, Brigham Young University; Past President, NDEO
Brenda McCutchen, M.F.A., Private Consultant, Dance Curriculum Designs;
Dale Schmid, M.Ed., Arts Coordinator, State of New Jersey, Department of Education; President, NDEO.
Field Reviewed: 1998-2005

* National Dance Education Organization (2005). Standards for Learning and Teaching Dance in the Arts. Bethesda, MD: National Dance Education Organization.