



STANDARDS FOR A K-12 MODEL PROGRAM: OPPORTUNITIES TO LEARN IN DANCE ARTS EDUCATION

Channel of Delivery:	Dance is considered a core curricular subject and delivered through arts programming.
Curriculum:	Curriculum meets state and school district dance standards in arts education at age appropriate levels of instruction.
Access:	Dance is available to all students regardless of age, gender, ability and interest; and instruction is ongoing and available every year.
Scheduling:	Scheduling follows guidelines set out in the <i>Professional Teaching Standards for Dance in the Arts</i> ¹ .
Elementary	Minimum 30 minutes per day, 3-5 days per week
Middle School	40-60 minutes per day, 3-5 days per week
High School	50-90 minutes per day, 5 days per week
	<i>Daily instruction is best for building skills and technique.</i>
H.S. Graduation Requirement:	One credit in the arts is required for graduation.
Budgeting:	
Personnel	The full time employee (FTE) or part time employee (PTE) dance educator position is a regular line item in the school and district budgets.
Cost per Student Basis	School and school district administrators track the cost per student expense of the program to ensure adequate funding for its sustainability and replicability.

¹ National Dance Education Organization (2005), *Professional Teaching Standards for Dance in Arts Education*. Standard IV: Learning Environments. Bethesda, MD.

Teacher Qualifications:

- The dance educator holds a degree from an accredited institution with a major area of concentration in dance.
- The dance educator holds state certification or licensure in dance.

Assessment & Evaluation:

- Student progress is measured regularly through formative and summative assessments.
- The dance educator undergoes routine teacher performance evaluations by appropriate administrators.
- The program is evaluated annually.

Professional Development:

- Ongoing professional development opportunities are provided on a regular basis during the academic year.
- Professional development is financially supported by the school and school district.
- The dance educator is released for professional development days.
- The dance educator is granted weekly planning time with teachers from other core academic subjects.

Facilities and Equipment:

- The school provides dedicated studio space in accordance with the *Professional Teaching Standards for Dance in the Arts*¹—standards designating safe square footage per student, approved sub-flooring and surface area, bathrooms and water fountains.
- The dance educator is provided sufficient equipment to meet all teaching needs and rehearsal and performance requirements in accordance with the *Professional Teaching Standards for Dance in the Arts*¹.
 - Equipment needs include television monitor with VHS/DVD connectivity, camcorder, tripod, computer or smart board with internet capability, LCD projector, stereo system with CD player and audio cassette recording, dry-erase and bulletin boards, stimulus resources, props, CDs, supply storage area, and a wide array of library/media resources.

Professional Engagement:

- Dance Educator – holds current membership in both state and national dance education associations.
- Dance Educator – is a regular presenter and spokesperson for the model program.
- School – regularly engages parents and administrators in school/community sponsored dance education events.
- School – uses appropriate community resources to supplement the in-school dance education experience.
- School District – supports in-school curriculum, hiring of staff, facilities, and promotes the model program for possible replication in the school district.
- School District – includes building adequate physical facilities for dance in architectural plans for new or renovated schools within the district.

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Minimum Criteria and Indicators for K-12 Education

Does Not Meet Criteria	Meets Criteria	Exceeds Criteria	CRITERIA and INDICATORS
CHANNEL OF DELIVERY			
			<ul style="list-style-type: none"> Dance is a core curricular subject.
			<ul style="list-style-type: none"> Dance is delivered through arts programming.
CURRICULUM			
			<ul style="list-style-type: none"> Meets state and school district dance standards in arts education at age appropriate levels of instruction.
			<ul style="list-style-type: none"> Embeds standards-based student assessments into teaching and learning processes.
			<ul style="list-style-type: none"> Utilizes artistic processes: Creating, Performing, critical analysis, and making connections (interdisciplinary, life and work force skills).
			<ul style="list-style-type: none"> Integrates cultural and historical perspectives into the dance arts education.
			<ul style="list-style-type: none"> Incorporates safety, wellness and rehabilitative components into dance training.
			<ul style="list-style-type: none"> Teaches dance for its intrinsic and instrumental values.
			<ul style="list-style-type: none"> Uses supportive teaching and learning literature, dance repertory, resources (books, CDs, videos), and technology.
			<ul style="list-style-type: none"> Develops students' oral, written, and kinetic communication skills.
			<ul style="list-style-type: none"> Teaches various language of dance skills (i.e., Laban Movement Analysis, Language of Dance, Motif writing, etc.).
ACCESS			
			<ul style="list-style-type: none"> Dance is available to all students regardless of age, gender, ability, and interest.
			<ul style="list-style-type: none"> Instruction is ongoing and available every year.
SCHEDULING			
			<p>Follows <i>Professional Teaching Standards</i>:</p> <ul style="list-style-type: none"> Elementary school– 30 minutes per day, 3-5 days per week. Middle school – 40-60 minutes per day, 3-5 days per week. High school – 50-90 minutes per day, 5 days per week. <p><i>Daily instruction is best for skill building.</i></p>
			<ul style="list-style-type: none"> Time allocated during the school day is adequate to achieve program goals and national standards.
HIGH SCHOOL GRADUATION REQUIREMENT			
			<ul style="list-style-type: none"> One credit required in the arts for graduation.
BUDGETING			
			<p>Personnel</p>
			<ul style="list-style-type: none"> The FTE or PTE position is a regular line item in the school and district budgets.
			<p>Cost per Student Basis</p>
			<ul style="list-style-type: none"> School and school district administrators track the cost per student expense of the program to ensure adequate funding for its sustainability and replicability.

Does Not Meet Criteria	Meets Criteria	Exceeds Criteria	CRITERIA and INDICATORS
TEACHER QUALIFICATIONS			
			<ul style="list-style-type: none"> The dance educator holds a degree from an accredited institution with a major area of concentration in dance.
			<ul style="list-style-type: none"> The dance educator holds state certification or licensure in dance.
ASSESSMENT AND EVALUATION			
			<ul style="list-style-type: none"> Student progress is measured regularly through formative and summative assessments.
			<ul style="list-style-type: none"> Dance educator undergoes routine teacher performance evaluations by appropriate administrators.
			<ul style="list-style-type: none"> The program is evaluated annually.
PROFESSIONAL DEVELOPMENT			
			<ul style="list-style-type: none"> Ongoing professional development opportunities are provided on a regular basis during the academic year.
			<ul style="list-style-type: none"> Professional development is financially supported by the school and school district.
			<ul style="list-style-type: none"> The dance educator is released for professional development days.
			<ul style="list-style-type: none"> The dance educator is granted weekly planning time with teachers from other core academic subjects.
FACILITIES AND EQUIPMENT			
			<ul style="list-style-type: none"> The school provides dedicated studio space in accordance with the <i>Professional Teaching Standards for Dance in the Arts</i>—standards designating safe square footage per student, approved sub-flooring and surface area, bathrooms and water fountains.
			<ul style="list-style-type: none"> The dance educator is provided sufficient equipment to meet all teaching needs and rehearsal and performance requirements in accordance with the <i>Professional Teaching Standards for Dance in the Arts</i>.
PROFESSIONAL ENGAGEMENT			
			Dance Educator
			<ul style="list-style-type: none"> Holds current membership in both a state and national dance education association.
			<ul style="list-style-type: none"> Is a regular presenter and spokesperson for the model program.
			School
			<ul style="list-style-type: none"> Regularly engages parents and administrators in school and community sponsored dance education events.
			<ul style="list-style-type: none"> Uses appropriate community resources to supplement the in-school dance education experience.
			School District
			<ul style="list-style-type: none"> Supports in-school curriculum, hiring of staff, facilities, and promotes the model program for possible replication in the school district.
			<ul style="list-style-type: none"> Includes building adequate physical facilities for dance in architectural plans for new or renovated schools within the district.