

Multi-Age Dance

2008 Modified Ohio/NASD Program Standards (Grades Prek-12)

Valid for teaching learners ages three through twenty-one and prekindergarten through grade twelve in the area of Dance. Preparation in the teaching field should constitute at least an academic major or its equivalent with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by the Ohio Board of Regents.

Ohio Educator Licensure Standards for Multi-Age Dance

Introduction

The Ohio Educator Licensure Program Standards for Multi-Age Dance Education programs were developed by an advisory committee after a thorough review of the following documents: 1) The Ohio Department of Education's *Academic Content Standards for Fine Arts--Dance, 2003*; 2) *2007-08 National Association of Schools of Dance (NASD) Handbook*; and 3) *"Preparing to Teach the Arts"...Guidelines for Teacher Preparation Program, The Ohio Department of Education, 1997*. The standards were reviewed by an advisory committee consisting of Multi-Age Dance representatives from teacher preparation institutions of higher education, and a consultant from the Ohio Department of Education. We wish to acknowledge the following individuals who served on the advisory committee:

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Performance-based standards

Ohio requires performance-based programs and program reports which must include educator licensure candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (D) (4)

The Multi-age license, valid for teaching learners from ages three through twenty-one and pre-kindergarten through grade twelve in the curriculum areas named in such license. Preparation in the teaching field shall constitute at least **an academic major or its equivalent** with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by the Ohio Board of Regents. A minimum of three semester hours in the teaching of reading in the content area shall be required for the provisional or professional Multi-age license.

State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at:

<http://esb.ode.state.oh.us/communications/standards.aspx>

Other Requirements

As specified in OAC 3301-24, institutions must provide documentation that the program includes:

- A minimum of an academic major (or equivalent) in Dance
- 3 semester credit hours in reading in the content area
- Alignment with Ohio K-12 Content Standards for Fine Arts – Dance
- School operating standards
- Value-Added Progress Dimension
- 12 weeks student teaching and 100 hours minimum of field experience

MULTI-AGE DANCE STANDARDS

Standard 1. Candidates know the historical, social, political and cultural contexts of dance and Dance Education in societies both past and present.

- 1.1 Candidates demonstrate knowledge of the nature, meaning and language of dance and dance education from historical, cultural and philosophical points of view.
- 1.2 Candidates describe and analyze the distinguishing aesthetic characteristics of Western and non-Western dance forms.
- 1.3 Candidates use appropriate dance and music vocabulary and terminology to support the teaching and learning of dance.

Standard 2. Candidates improvise, create, produce, and perform works of dance. Candidates experiment with processes, develop skills, and participate in dance.

- 2.1 Candidates demonstrate a practical proficiency of a minimum of two dance styles (e.g., Ballet, Butoh, Classical Asian, European Folk, Hip-Hop, Jazz, Latin, Modern, Tap, Traditional African).
- 2.2 Candidates demonstrate an understanding of diverse dance styles and techniques, including performance, production, composition, criticism, notation, kinesiology, somatics and music.

Standard 3. Candidates create learning environments that promote high levels of learning and achievement for all students.

- 3.1 Candidates demonstrate a respect for differences among students in regards to gender, ethnicity, culture and socio-economic background.
- 3.2 Candidates create a safe, stimulating and well-managed learning environment that encourages positive social interaction.
- 3.3 Candidates utilize classroom management techniques specific to dance education to create an efficient, effective, and supportive learning environment.
- 3.4 Candidates demonstrate the ability to effectively manage educational/administrative records, and dance classrooms, studios, rehearsal and performance facilities.

Standard 4. Candidates plan and deliver effective dance instruction that advances the learning of each individual student.

- 4.1 Candidates develop and implement instructional strategies that accommodate various learning styles, intelligences, and exceptionalities.
- 4.2 Candidates demonstrate the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of dance education, and to plan dance education programs to meet assessed needs.

4.3 Candidates demonstrate an understanding of child growth and development and an understanding of principles of learning as they relate to dance

4.4 Candidates understand the development and implementation of standards-based curricula (e.g., lesson plans, unit design)

4.5 Candidates demonstrate the ability to integrate current methods and resources, including new technologies, into their instructional design and implementation.

4.6 Candidates identify opportunities to integrate cross-disciplinary studies into the dance curriculum.

Standard 5. Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

5.1 Candidates assess student aptitudes, experiential backgrounds, orientations and experiential backgrounds and to plan educational programs appropriate to assessed challenges and needs.

5.2 Candidates select, construct, and utilize assessment strategies and instruments (e.g., rubrics, portfolios, checklists, video documentation, rating scales, and self-assessment) appropriate to the learning outcomes being evaluated.

5.3 Candidates reflect on student assessment outcomes and remediate, modify, reinforce, or extend student learning.

Standard 6. Candidates collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

6.1 Candidates demonstrate effective aural, written, verbal and non-verbal communication skills.

6.2 Candidates demonstrate an understanding of and an ability to adapt to the unique needs, challenges and dynamics of diverse communities.

6.3 Candidates articulate the need and importance of developing advocacy networks and partnerships.

6.4 Candidates demonstrate the ability to develop partnerships with the broader arts and educational communities.

6.5 Candidates promote professional relationships with students, parents, colleagues, and administrators by working in compliance with all required codes of conduct.

Standard 7. Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

7.1 Candidates know major areas of research on teaching and of resources available for professional learning (e.g., literature, associations, colleagues, professional development activities)

7.2 Candidates demonstrate the ability to assess their performance as a dance educator and to remediate, modify, reinforce, or extend their teaching strategies.

7.3 Candidates remediate, modify, reinforce, or extend their teaching strategies based on the assessment by cooperating teacher, program administrator, and university supervisor.

7.4 Candidates identify professional development opportunities that align with their professional goals and with school district goals.

7.5 Candidates recognize their professional responsibility to engage in life-long learning.