




#### **IV. Promote professional excellence among dance educators**

- a. The NDA believes that teacher preparation programs in dance education should receive federal, state, and local funding, as do other vital educational programs.
- b. The NDA believes that teacher preparation programs should involve educators knowledgeable about dance content, teaching and assessment methodology, and research in the field. Educational programs should include mastery of content in a variety of dance genres (dance techniques and styles), including recreational social dance; rhythmic analysis and accompaniment, musical resources for dance; dance philosophy, dance history and anthropology; motor development; teaching creative movement and improvisation, choreography/dance making, dance production; adapted dance for students with special needs; dance for health, good nutrition; dance pedagogy, theories of teaching and learning, dance curriculum and assessment; opportunities to experience and lead individual and group learning processes; shared decision-making, strategic planning, communications; human growth and development, human relations, and exceptional behaviors; and student teaching experiences using effective instructional methodology and assessment as adapted to student needs.A photograph of a dance studio. Several people are in a line, performing a dance move. They are all leaning forward with their arms raised and bent at the elbow, in a similar pose. The studio has a wooden floor, a mirror on the wall, and some framed pictures or posters. The lighting is bright and even.
- c. The NDA believes that dance education curriculum writers should base their state and local curriculum on its seven national dance content standards and accompanying benchmarks as a foundation for a quality, comprehensive educational program.
- d. The NDA believes that professional development is necessary throughout the career of a dance educator. Opportunities for professional development should be supported and encouraged by the administration of the educator's institution of employment. Professional development might include, but not be limited to, continuing education courses and state/district/national workshops and conferences. Professional development activities should offer updated content knowledge and skill development to advance dance programs.

- e. The NDA recognizes that dance educators are critical to achieving and maintaining instructional excellence. Teachers and administrators must assume responsibility for ensuring that relevant, sequential, progressive, and quality instruction is implemented and assessed.
- f. The NDA recognizes the opportunities that dance and dance education offers for understanding and respecting many cultures—historical legacies, traditions, and current practices. The Association supports the vital role of specifically-designed dance activities that incorporate multicultural perspectives.
- g. The NDA believes that dance educational materials and activities should accurately portray cultural heritage and diversity. Ethnic-minority educators and others highly-knowledgeable should be involved in the selection and development of dance materials and in the preparation of teachers for the instruction about specific cultural dances.



- h. The NDA recognizes the rights of the faculty and staff to retain full ownership of and control of their intellectual property.

- i. The NDA supports the academic freedom of inquiry and discourse that has been the hallmark of educational professionals in institutions of higher learning. Beyond the freedom of expression through teaching, research, and publishing, the postsecondary dance educator has a right to creative freedom in choreographic presentations.

- j. The NDA recognizes the importance of ongoing assessment of student progress and achievement. A student's level of performance should be evaluated with authentic measures specifically linked to the teacher's standards-based lessons and materials.

- The Association believes that the purposes of assessment are to: help students and parents identify student's strengths and needs; develop appropriate learning experiences; measure program effectiveness; and encourage students to become lifelong learners.
- The Association recognizes the role of the dance educator in designing assessment criteria, conducting the assessment, and sharing results of the assessment.

- k. The NDA supports voluntary professional credentialing of individuals who have met qualifications specified by the Association. The credentialing process will be fulfilled by a national standards committee of professional educators routinely assessed and approved by the Association's leadership.
  - The NDA national standards committee of professional dance educators recognizes individuals as Certified Education Dance Specialists (CEDS) or Certified Advanced

- Dance Education Specialists (CADES) who demonstrate exemplary practice in pedagogy and in dance content.
- The Association supports the periodic assessment of the credentialing processes to determine current procedures for best practices as noted through ongoing research in dance and education in general.
- l. The NDA advocates for rigorous state standards for licensure/endorsement in the dance education teaching profession. The license/endorsement should ensure that an individual entering the profession of dance education is competent to safely and effectively teach a standard-based curriculum pre-k through grade 12.
  - m. The NDA advocates for dance class sizes that are appropriate for student readiness and skill level, allows for adequate teacher assessment and feedback, and is appropriate to spaces provided and for the specific dance forms.
  - n. The NDA recognizes the importance of new technologies in advancing quality dance education. It is important that educators use the innovations and social networking appropriately and for specific educational outcomes.

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Approved by the NDA Membership, June 1, 2011