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ELEMENTARY DANCE SPECIALIST ENDORSEMENT Application for the Utah State Board of Education

Applicant Information

Name: _____ CACTUS ID#: : _____

Email: _____

Purpose

All requirements of the Elementary Dance Endorsement reflect the skills, knowledge, and dispositions needed to teach dance courses in an elementary school setting.

Select Endorsement Type: Please check one

- This application is for a Professional Elementary Dance Endorsement.
- This application is for an Out of State Licensure Applicant.
- This application is for an Associate Elementary Dance Endorsement. I have completed the following requirement(s):
 - Earned a bachelor's or higher degree in the endorsement area
 - Completed at least $\frac{1}{3}$ of the Requirement Areas for the endorsement

Instructions for Completing the Application:

1. Complete the Elementary Dance Endorsement Application by filing in the table.
2. Email completed application and required documentation to licensing@schools.utah.gov.

ENDORSEMENT REQUIREMENTS:

The ELEMENTARY DANCE ENDORSEMENT has the following 8 requirement areas:

1. Dance History Competency
2. Dance Technique Competency
3. Dance In-Depth Technique Competency
4. Dance Kinesiology Competency
5. Dance Accompaniment Competency
6. Dance Improvisation Competency
7. Dance Composition Competency
8. Elementary Dance Pedagogy Competency

For each of the following course requirements, indicate the courses you have completed or attach competency based documentation to satisfy each of the requirements. If the course name and number do not exactly match the category, please include a course description. Applicants must earn a C or higher in the course(s) taken.

Demonstrated Competency for One Or More Requirements

In lieu of university and/or approved professional development courses, the applicant may apply for an endorsement through demonstrated competency. Demonstrated competency must be verified for each course individually. Demonstrated competency will be approved under the direction of the USBE Fine Arts Specialist. **The applicant must document, schedule, and submit the following:**

1. **Participate in an oral interview** under the direction of the USBE Fine Art Specialist or designee(s) to determine applicant's declarative, procedural, and conditional research-based knowledge of each individual course. This is usually done by a committee of specialists.

AND

2. **Participate in a formal observation** conducted by USBE Fine Art Specialist or designee(s) to demonstrate classroom instructional application of the Elementary Dance course content.

University Courses

For each of the following course requirements, indicate the courses you have completed, or the documentation submitted to satisfy each of the requirements. If the course name and number do not exactly match the category, please include a course description. Applicants must earn a C or higher in the course(s) taken.

Endorsement Requirement Areas Checklist

<u>Competencies</u>	<u>Course Work</u>	<u>Evidence of Competency - Portfolio</u> (each bullet must be demonstrated unless noted)	<u>Evidence of Competency - Certifications & Equivalency Exams</u>
<p><u>Dance History Competency:</u> Knowledge of historical and cultural contexts of dance, knowledge of dance artists and their impact on trends, and effective and concrete application of this content in scholarly and/or creative work.</p>	<p>Completion of upper level Dance History Course</p> <p>Other Options: OPDI 102-Dance History 1800 to the present</p> <p>OPDI-111a&b: Dance History: Global, Cultural and Historical Considerations</p> <p>University _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p>	<p><input type="checkbox"/> Research paper demonstrating knowledge of historical and cultural contexts of dance, knowledge of dance artists and their impact on trends, and effective and concrete application of this content in scholarly and/or creative work.</p> <p><input type="checkbox"/> Unit Plan & video from one lesson teaching content knowledge of historical and cultural contexts of dance, knowledge of dance artists and their impact on trends, and effective and concrete application of this content in scholarly and/or creative work.</p>	
<p><u>Dance Technique Competency:</u> Exhibit breadth of embodied dance knowledge in at least two different dance forms from a variety of geographical areas as outlined below. Identify and synthesize social, cultural, historical, aesthetic, and functional context of said forms. Express an openness to new dance forms and multi-perspectives. Cannot overlap with genres/forms from the depth section (below).</p> <ul style="list-style-type: none"> ● Geographic Areas: Africa/African Diaspora, Asia/Asian Diaspora, Australasia/Australasian, Diaspora, Europe/European, Islands/Pacific Islands Diaspora, 	<p>Lower-level technique courses or performance courses</p> <p>University _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p>	<p><input type="checkbox"/> Unedited video submission of the candidate performing at least one-minute of the selected dance forms. (A separate video for each dance form).</p> <p><input type="checkbox"/> A 100-word description about the concepts, skills, and social, cultural, historical, aesthetic, and functional context demonstrated in the video.</p> <p>OR</p> <p><input type="checkbox"/> High quality performance experience in a fully produced concert or production.</p> <p><input type="checkbox"/> A 100-word description about</p>	<p><input type="checkbox"/> Certificate of completion of successful completion of an intensive or workshop that equals a minimum of 20 hours of movement experience in a chosen dance form/genre.</p>

<p>Indigenous North American/North American Diaspora, South and Central Diaspora, and Social dance forms.</p>		<p>the performance information, intensity of the project, and skills acquired.</p>	
<p><u>Dance In-Depth Technique Competency:</u> Exhibit depth of embodied dance knowledge by demonstrating high proficiency in at least two dance forms or genres. Identify and synthesize social, cultural, historical, aesthetic, and functional context of the dance form. Cannot overlap with genres/forms from the breadth section (above).</p>	<p>Intermediate or advanced technique courses or performance courses</p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<p><input type="checkbox"/> Unedited video submission of the candidate performing at least one minute of the selected dance form</p> <p><input type="checkbox"/> A 100-word description about the concepts, skills, and social, cultural, historical, aesthetic, and functional context demonstrated in the video.</p> <p>OR</p> <p><input type="checkbox"/> High quality, intensive performance experience in a fully produced concert or production.</p> <p><input type="checkbox"/> A 100-word description about the performance information, intensity of the project, and skills acquired.</p>	<p><input type="checkbox"/> Certification and/or completion of dance-specific exams (e.g. Royal Academy of Dance exams, university technique finals, CLMA, etc.).</p> <p><input type="checkbox"/> A 100-word description about the exam, intensity of study, and skills acquired.</p>
<p><u>Dance Kinesiology Competency:</u> Demonstrate comprehension of musculoskeletal anatomy in order to identify, analyze, and articulate principles of human motion and injury prevention. Discern healthy variation within individual anatomical design to foster holistic</p>	<p>Dance Kinesiology Other Options OPDI-110: Dance Kinesiology and Applied Teaching Practice</p>	<p><input type="checkbox"/> Teaching Demonstration Video OR Written Lesson plan including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> proper warm-up and class progression (age and form specific) <input type="checkbox"/> verbal explanation of 	<p><input type="checkbox"/> C or above in final Exam from a Kinesiology course that demonstrates comprehensive knowledge and application of musculoskeletal anatomy related to functional movement</p>

<p>wellness and functional alignment over aesthetic standards. Recognize indicators of physical development and growth as they relate to functional movement.</p>	<p>University _____ Course Code _____ Year _____ Grade _____</p>	<p>three postural patterns common amongst dance students; identify joint structures and muscles associated with each pattern; and explain how you would assist/cue a student in each scenario to work toward more functional alignment</p>	<p>** To pursue this option, please contact Kelly Bruce Glynn (kelly.bruceglynn@schools.utah.gov)</p>
<p><u>Dance Accompaniment Competency:</u> Demonstrate a basic knowledge of the following musical principles and simple rhythmic fundamentals as they apply to dance.</p> <ul style="list-style-type: none"> ● Time signature ● Rhythmic patterns ● Accents ● Tempo ● Meter ● Phrasing ● Syncopation ● Cumulative, mixed, and polyrhythms <p>Apply these elements to composition, dance lessons, appropriate sound scores for movement, and the ability to provide musical accompaniment for classes.</p> <ul style="list-style-type: none"> ● 	<p>Dance Accompaniment and/or Music for Dance</p> <p>University _____ Course Code _____ year _____ Grade _____</p>	<p><input type="checkbox"/> Demonstrate (illustrates) knowledge and application of music fundamentals in relation to dance. Choose from two of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video of teaching a dance class incorporating musical, rhythmic practices, live accompaniment, and appropriate music choices for class. <input type="checkbox"/> Video of choreography that applies advanced musical sensibilities and applications <input type="checkbox"/> Evidence of lesson plan incorporating music principles and application to musical practices <input type="checkbox"/> A musical map of 3 selected musical works. <input type="checkbox"/> A music annotated bibliography of 30 compositions from a 	

		variety of composers and genres that highlights musical principles (basics of the song/composition).	
<p><u>Dance Improvisation Competency:</u> Synthesize knowledge of and demonstrate skills in improvisation to:</p> <ul style="list-style-type: none"> ● Invent and innovate movement ● Deepen artistry and expressivity ● Embody intuition and immediacy ● Sense and respond to stimuli to effectively communicate concepts and ideas <p>Implement improvisation as a tool for discovery of self, others, and creative processes.</p>	<p>Dance Improvisation (intermediate level)</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<p><input type="checkbox"/> Improvisation-based interview (either in-person or digital connection) in which the candidate responds to various movement prompts.</p> <p><input type="checkbox"/> Video submission of the candidate leading a 10-minute improvisational activity in an authentic K-12 setting.</p>	
<p><u>Dance Composition Competency:</u> Demonstrate competency in creating and analyzing original choreography that considers a diverse array of movement dynamics, structures, and aesthetic perspectives.</p>	<p>Dance Composition (sequential)</p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<p><input type="checkbox"/> Video Submission of two originally choreographed dance works (minimum of 3 minutes in length per dance) created for proscenium stage, classroom, or a public viewing setting. These selected dance works should support performers' specific skill set, as well as demonstrate competency in creating group and solo movement material.</p>	
<p><u>Elementary Dance Pedagogy Competency:</u></p> <p>Demonstrate competency and understanding of the purpose, meaning and impact of teaching dance to</p>	<p>Dance in the Elementary School and/or elementary dance practicum - 2 credits</p>	<p><input type="checkbox"/> Two video submissions of teaching one upper and one lower grade demonstrating an integrated movement lesson</p>	

<p>elementary children and the educational benefits and teaching methods associated. Demonstrate knowledge and expertise in</p> <ol style="list-style-type: none"> 1. Age appropriate dance teaching 2. Dance classroom management 3. Elements of dance (body, energy, space, time, and action) 4. Guiding, exploring and building movement investigations from simple to complex through the creative process with clear directions and cueing. 5. Methodologies of children dance 6. Utah Elementary Dance Core Standards K-6 7. Educational benefits of creative dance and importance in education. 8. Integration and connection with other disciplines, subjects, and life skills (cultural and emotional). 9. Appropriate coaching, use of drums, 	<p>University _____</p> <p>Course Code _____</p> <p>Year _____ Grade _____</p>	<p>highlighting teaching skills, classroom management, movement directions, side-coaching, dance movement vocabulary, and creative process.</p> <p><input type="checkbox"/> Provide three lesson plans - Elements of Dance lesson, Arts Integrated lesson, and one additional lesson (choice of applicant). Lesson plans should include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utah State Elementary Dance Core Standards using the standard of Create, Perform, Connect, and Reflect <input type="checkbox"/> Objectives <input type="checkbox"/> Academic language <input type="checkbox"/> Experience/Identify <input type="checkbox"/> Explore/Investigate <input type="checkbox"/> Create/Perform <input type="checkbox"/> Connect/Analyze <input type="checkbox"/> Assessment <p><input type="checkbox"/> Provide a short 3-4 page paper on the educational benefits, teaching methods, and importance of creative dance for children.</p>	
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Applicant's Signature

ELEMENTARY DANCE SPECIALIST ENDORSEMENT

I, _____, certify that the information contained in this application is true.

- I have attached any required documentation such as Dance Entry Level Teacher Assessment (DELTA) documentation, MIDAS transcripts, etc.
- I have attached original transcripts. Please note that copies are not acceptable. **OR** I have requested electronic transcripts to be sent directly from the university/college to transcripts@schools.utah.gov

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- The application is complete and approved.
- The application is incomplete, but the applicant qualifies for an associate endorsement.
Applicant is qualified by: Passed content exam; bachelor's degree or higher; # of Requirement Areas met
- The application is incomplete and not approved for the following reason(s):

ENDORSEMENT SPECIALIST: _____ Date Reviewed and Returned to Licensing: _____