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SECONDARY DANCE ENDORSEMENT

Application for the Utah State Board of Education

Applicant Information

Name: _____ CACTUS ID#: _____

Email: _____

Purpose

All requirements of the Secondary Dance Endorsement reflect the skills, knowledge and dispositions needed to teach dance courses in a secondary school setting.

Select Endorsement Type: Please check one

- This application is for a Professional Secondary Dance Endorsement.
- This application is for an Out of State Licensure Applicant.
- This application is for an Associate Secondary 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 Secondary Dance Endorsement Application by filing in the table.
2. Email completed application and required documentation to licensing@schools.utah.gov

ENDORSEMENT REQUIREMENTS:

The SECONDARY DANCE ENDORSEMENT has the following 9 requirement areas. If you have a Professional Level Secondary Dance endorsement, then you have met requirement areas 1-9. You will need only to complete the Elementary Dance Teaching Methods Competency, requirement area 10 for K-12 Extension.

1. Dance History Competency
2. Dance Technique Competency
3. Dance In-Depth Technique Competency
4. Dance Kinesiology Competency
5. Dance Production Competency
6. Dance Accompaniment Competency
7. Dance Improvisation Competency
8. Dance Composition Competency
9. Secondary Dance Pedagogy Competency
10. Elementary Dance Pedagogy Competency (Only Required for K-12 Endorsements)

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 Secondary 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.

<u>Competencies</u>	<u>Course Work</u>	<u>Evidence of Competency - Portfolio (each bullet must be demonstrated unless noted)</u>	<u>Evidence of Competency - Certifications & Equivalency Exams</u>
<p><u>Dance History Competency:</u> In-depth 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 _____ Course Code _____ Year _____ Grade _____</p>	<ul style="list-style-type: none"> <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. <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><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>	<p>Lower-level technique courses or performance courses</p> <p>University _____ Course Code _____ Year _____ Grade _____</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<ul style="list-style-type: none"> <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). <input type="checkbox"/> A 100-word description about the concepts, skills, and social, cultural, historical, aesthetic, and 	<ul style="list-style-type: none"> <input type="checkbox"/> Certificate of successful completion of an intensive or workshop that equals a minimum of 20 hours of movement experience in a chosen dance form/genre.

<ul style="list-style-type: none"> Geographic Areas: Africa/African Diaspora, Asia/Asian Diaspora, Australasia/Australasian, Diaspora, Europe/European, Islands/Pacific Islands Diaspora, Indigenous North American/North American Diaspora, South and Central Diaspora, and Social dance forms. 		<p>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 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>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 wellness and functional alignment over aesthetic standards. Recognize indicators of physical development and growth as they relate to functional movement.</p>	<p>Dance Kinesiology</p> <p><u>Other Options</u> OPDI-110: Dance Kinesiology and Applied Teaching Practice</p> <p>University _____ Course Code _____ Year _____ Grade _____</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 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><input type="checkbox"/> Final Exam from a Kinesiology course that demonstrates comprehensive knowledge and application of musculoskeletal anatomy related to functional movement</p>
<p><u>Dance Production Competency:</u> Demonstrate basic competency in ability to plan, schedule, supervise, execute and collaborate in all aspects of dance production. Roles could include production manager, artistic director, stage manager; lighting, music, and media designer; costume designer, marketing and promotion coordinator; budget and development manager; and rehearsal director.</p>	<p>Dance Production</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<p><input type="checkbox"/> Create a sample schedule, timeline, and plan for producing an original evening-length performance. Include casting, rehearsal, tech and production elements.</p> <p><input type="checkbox"/> Volunteer, shadow, or work closely in the field on all duties and components of a production.</p>	<p><input type="checkbox"/> Show evidence of mentorship on the technical/production side of a full length production.</p>

Dance Accompaniment Competency:

Demonstrate a basic knowledge of the following musical principles and simple rhythmic fundamentals as they apply to dance.

- Time signature
- Rhythmic patterns
- Accents
- Tempo
- Meter
- Phrasing
- Syncopation
- Cumulative, mixed, and polyrhythms

Apply these elements to composition, dance lessons, appropriate sound scores for movement, and the ability to provide musical accompaniment for classes.

Dance Accompaniment and/or Music for Dance

University _____

Course Code _____

Year _____ Grade _____

- Demonstrate (illustrates) knowledge and application of music fundamentals in relation to dance. Choose from two of the following:
 - Video of teaching a dance class incorporating musical, rhythmic practices and live accompaniment and appropriate music choices for class.
 - Video of choreography that applies advanced musical sensibilities and applications
 - Evidence of lesson plan incorporating music principles and application to musical practices
 - A musical map of 3 selected musical works.
 - 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>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>Secondary Dance Pedagogy Competency:</u> Demonstrate competency in teaching dance</p>	<p>Advanced Secondary Dance Pedagogy Course and/or Dance Practicum</p>	<p><input type="checkbox"/> Videos demonstrating three separate live</p>	<p><input type="checkbox"/> Passing score on Dance Entry Level Teacher Assessment (DELTA)</p>

that comprehensively addresses dance content, learner needs in the dance classroom, learner diversity in dance, and professional practice in dance concepts. Apply and synthesize developmentally appropriate, scientifically sound, inquiry-based, artistic, and inclusive dance teaching practices that are congruent with the Utah Dance Core Standards.

University _____
Course Code _____
Year _____ Grade _____

University _____
Course Code _____
Year _____ Grade _____

lessons with a 9 - 12 public school population, covering three different areas of State and/or NCASS standards; including 1-page description of the lesson standards, objectives, and assessments (assessed by USBE FA specialists)

exam

OR

- Provide three lesson plans addressing three separate State and/or NCASS strands and include:
 - Related Utah or NCASS Dance standards
 - Dance Content Objectives
 - Description of Dance Activities
 - Differentiation strategies
 - Applicable classroom management strategies in Dance
 - Predictions of challenges, possible adaptations, and variations of implementation of the lessons to accommodate class length,

		<p>location/space, and learners' social-emotional learning needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment and relevance of that assessment to demonstrating proficiency in the indicated standard <input type="checkbox"/> Classroom norms, rules, and expectations in the dance classroom supporting a safe and healthy classroom environment <input type="checkbox"/> Two letters from supervising teachers or administrators explicitly speaking to the candidate's strengths and aptitudes in both dance education and sound pedagogical and inclusive practices 	
<p><u>Elementary Dance Pedagogy Competency (Only Required for K-12 Endorsements):</u> Demonstrate competency and understanding of the purpose, meaning and impact of teaching dance to 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 	<p>Dance in the Elementary School and/or elementary dance practicum</p> <p>University _____ Course Code _____ Year _____ Grade _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Two video submissions of teaching one upper and one lower grade demonstrating an integrated movement lesson highlighting teaching skills, classroom management, movement directions, side-coaching, and dance movement vocabulary, and creative process. <input type="checkbox"/> Provide three lesson plans - Elements of Dance lesson, Arts 	

<p>simple to complex through the creative process with clear directions and cueing.</p> <ol style="list-style-type: none"> 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, and music in the dance classroom. 		<p>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 <input type="checkbox"/> Provide a short 3-4 page paper on the educational benefits, teaching methods and importance of creative dance for children. 	
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Applicant's Signature

SECONDARY DANCE 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: 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: _____