

Dance Endorsement: Rules

1.22 Statement of Basis and Purpose of Amendments

The statutory authority for the amendments to these Rules is found in sections 22-2-107(1)(c) and 22-60.5-106, C.R.S. The Rules permit the State Board of Education to establish, by rule, appropriate endorsements for teacher licenses and the criteria for such endorsements. As such, the purpose of the Rule amendments included below is to establish an endorsement in dance.

2260.5-R-8.00 Teaching Endorsements.

The following shall serve as standards for endorsements on Initial and Professional Teacher Licenses.

8.20 Dance.

To be endorsed in dance, an applicant shall have completed a bachelor's or higher degree from a four-year accepted institution of higher education; completed a Colorado Department of Education approved teacher preparation program; completed a Colorado Department of Education approved program in dance; and have demonstrated the competencies specified below:

8.20 (1) The dance educator is knowledgeable about the art of dance, and is able to instruct students about:

8. 20 (1)(a) historical and cultural context, including, but not limited to, global dance styles and traditions over time, acknowledging dance in society as creative, expressive, communicable, and social;

8. 20 (1)(b) using criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces;

8. 20 (1)(b)(i) skillful use of dance literacy in students, using traditional and/or non-traditional notation systems, by using words, symbols and/or media technology;

8. 20 (1)(c) the choreographic process as the art of making dance using form, intent, dynamics and principles of time, space, and energy, structure and design; and

8. 20 (1)(d) the skills and technique that produce competence and confidence during performance, and the ability to communicate choreographic intent.

8. 20 (2) The dance educator is able to instruct about, effectively demonstrate, and provide experiences for students, in various areas of dance pedagogical theory and practice, including, but not limited to:

8. 20 (2)(a) dance theory aligned with pedagogical approaches;

8. 20 (2)(b) methods of teaching dance to students, as age and grade appropriate, and to other educators, as related, but not limited to: creative process; direction and selection of all performance repertoire and productions in the school setting; performance, evaluation, choreography, cultural and historical context;

8. 20 (2)(b)(i) knowledge and method of how dance relates, informs, connects and transfers to other subjects and disciplines; and

8. 20 (2)(c) knowledge and the ability to envision and implement the creative cyclical process, including the following: the skills of movement, technique, and performance; ability to create, compose, and choreograph; understanding of historical and cultural context; ability to reflect, connect, and respond.

8. 20 (3) The dance educator shall facilitate students' learning in order to develop critical thinking and reasoning skills, information literacy, collaboration, self-direction, and invention skills for lifelong learning about dance including the physical benefits and personal pursuit of further experience in dance.

8. 20 (4) The dance educator shall self-assess and act upon feedback regarding the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.