

Arts Education Program Assessment Worksheet

For use by
ABC Sites in South Carolina
Based on Exemplars from

Opportunity-to-Learn Standards for Arts Education
Developed by the Consortium of National Arts Education Associations

Arts Area: DANCE

Grade Levels: KINDERGARTEN

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Dance is integrated into the curriculum throughout the day.				
	b. Movement in the form of creative dance is part of the everyday classroom experience as a means to express and communicate ideas, feelings, and concepts.				
	c. Creative dance uses movement children do every day - such as walking, running, galloping, shaking, turning, and rolling - rather than teaching formal dance steps.				
2	a. Children are actively involved in the dance learning experience. They participate in creating dance movements; observing others dance; performing dance movements; and responding to dance through talking, writing, or drawing.				
	b. Learning experiences include moving to music and singing; creating their own dances; and moving to reading, poetry, and stories.				
3	a. The curriculum emphasizes exploration of the elements of dance (space, time, and force), relationships to each other, and the actions of the body and its parts.				
	b. Proper terminology is used throughout all instructional dance activities.				
4	a. Children are provided dance experiences integrated with the other arts, language arts, math concepts, children's literature, social studies, science, and the community.				

	b. Children have kinesthetic experiences such as making letters, patterns, numbers, and shapes with their bodies; expressing the movement of animals, the shapes of plants, natural phenomena, and the water cycle process; and learning cooperation and community through dance.				
5	Dance experiences represent different cultures.				
6	Children are provided equal opportunities for dance experiences and participation regardless of gender, ability, or special needs.				
7	a. Students with special needs are provided equal access to a supportive and challenging dance education program.				
	b. Classes for students with special needs are no larger in size than are special education classes in other disciplines.				
8	a. Students with special needs are integrated into the regular creative dance classes whenever possible.				
	b. Students with special needs who cannot be integrated into regular creative dance classes receive the same amount of movement instruction as do all other students and classes.				
9	The curriculum and student learning are assessed using the appropriate tools recommended for early childhood.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	Dance instruction in every prekindergarten and kindergarten is provided by teachers who have received formal training in early childhood development and have additional course work in dance education or in creative dance movement for young children.				
2	Certified/degree dance educators with experience in teaching at the early childhood level and/or professional dancers with early childhood teaching experience are available as consultants or guest teachers.				
3	a. Dance teachers are fully informed about the needs of each student.				

	b. Teacher aides are provided for special-education classes in dance.				
4	a. The teacher/pupil ratio in creative dance classes is no greater than 1:12 for prekindergarten and :20 for kindergarten classes.				
	b. For optimal instruction there should be no more than 12 to 15 students in any dance class.				
5	Every teacher has preparation time equal to that of other school professionals.				
6	The school or school district provides and supports annual professional development opportunities equal to that of other teachers in the school or school district. Staff are encouraged and permitted to attend a variety of professional development opportunities (conferences, symposia, workshops, in -service with guest artists, etc.).				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Every room in which dance is taught is equipped with a sound system utilizing current technology.				
	b. Every teacher has convenient access to sound recordings (records, tapes, and CDs) representing a wide variety of music styles and cultures.				
	c. The audio equipment (e.g., cassette tape player, compact disc player, and record player) is capable of variable-speed operation and has speakers capable of projecting music in a large room.				
	d. microphone, video camera, color monitor, and stereo VCR are available for use in dance instruction.				
2	a. Music used to accompany the dance experiences represents a wide variety of musical styles and cultures.				
	b. The teacher and the children sometimes use percussion and rhythm instruments (e.g., triangles, rhythm sticks, bells, tambourines, shakers, drums) to accompany the dances.				

	c. Small hand-held instruments, some of which represent different cultures, are recommended.				
3	a. Props used in the dance lesson are safe for young children to use.				
	b. There is a sufficient quantity of props so that each child has his or her own prop or the appropriate number when children dance in partners or in small groups.				
	c. Appropriate props for young children to use include scarves, streamers, hoops, 4-foot elastic stretch bands, small parachutes, ribbons, ropes, bean bags, balloons, and rubber backed carpet squares.				
4	a. The dance teacher has access to a variety of dance instructional materials from a variety of cultures.				
	b. Materials include children's story and picture books and books about dance and dance history.				
	c. Books contain appropriate and colorful pictures or photographs, songs, and dances.				
5	a. All equipment is maintained in good repair.				
	b. An annual budget is provided for the repair and maintenance of all equipment used in teaching dance.				
6	a. An annual budget is provided for the purchase of records, CDs, and audio- and videotapes and equipment; props;				
	b. and the other special supplies, materials, and equipment needed for teaching dance and for student performances.				

Facilities

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Every room in which dance is taught is clean and well ventilated.				
	b. The space provides large, open areas (e.g., dance studio, gymnasium, all-purpose room, or empty classroom), and it is clear of all furniture and protruding objects				

	c. The room has appropriate acoustical properties, a quiet environment, adequate lighting and heating, and provides comfortable temperatures throughout the year.				
2	Sprung wood or resilient wooden floors are standard requirements for all dance activities. <i>Concrete, tile, wood-over-concrete, and wood-over-tile floors are extremely unsafe and students can become injured from a fall or repetitive jumping.</i>				
	b. Floors are level and clean and free from splinters, nails, and all debris. Children dance in bare feet for increased sensory perception and safety. <i>Sneakers, street shoes, socks, tights, and stockings are hazardous on dance floors.</i>				
3	a. The space must be large enough to accommodate all students of a class moving at the same time.				
	b. At least 65 square feet per child in needed for dance activity space.				
4	a. The space is free from distractions from other classes or people passing through.				
	b. There is ready access to running water for rehydration after classroom activities and lavatories are located nearby.				
	c. The dance facilities are readily accessible to the school auditorium.				
5	Every room in which dance is taught provides a bulletin board for dance concepts, photos, and students' drawings.				
6	Sufficient secured storage space is available in every school to store all tapes, records, CDs, audio and video equipment, props, instruments, films and books, and other instructional supplies used in teaching dance.				

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Arts Area: DANCE
Grade Levels: ELEMENTARY

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. The dance program in the elementary school provides the foundation for a sequential dance program continued in the middle and high school levels.				
	b. The curriculum is designed to meet a set of standards specific to dance education. The standards may be national, state, or local (school district) guidelines or a combination of all three.				
2	a. The dance program in the elementary school provides the students with opportunities to create, perform, observe, and respond to dance.				
	b. Instructional dance activities include solving problems, learning the elements of dance and choreography (effort, space, body awareness, and relationships), <ul style="list-style-type: none"> • improvising and composing dance studies and dances, • viewing dance videos and live performances, • learning cultural dances, • developing a basic understanding of dance history and the ways in which it relates to other disciplines in the curriculum, • and performing basic analyses and descriptions of dance. 				
3	a. The dance repertoire includes a diverse background of all dance styles from different periods and cultures.				
	b. Proper terminology is used throughout all instructional dance activities.				
4	a. Every student has the opportunity to study dance each year he or she is in elementary school.				

	b. Throughout the school day, dance is integrated with language arts, social studies, math, science, music, visual arts, and drama studies.				
5	a. Dance classes are offered a minimum of once a week throughout the school year.				
	b. Instruction by a dance or movement specialist is provided in periods of not less than 30 minutes in grades 1 and 2 and not less than 30 to 45 minutes in grades 3 and 4.				
6	The teacher/pupil ratio in dance education classes is no greater than 1:15 for grades 1-4.				
7	Dancers and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum.				
8	a. Special experiences are designed for students who want to perform dance for an audience.				
	b. Performing groups present two to three open rehearsals or performances each year for parents, peers, and the community.				
9	Children are provided equal opportunities for dance experiences and participation regardless of gender, ability, or special needs.				
10	a. Students with special needs are provided equal access to a supportive and challenging dance education program.				
	b. Classes for students with special needs are no larger in size than are special education classes in other disciplines.				
11	When students with special needs are included in regular dance classes:				
	a. their placement is determined on the same basis as placement for students without special needs (e.g., by movement achievement and chronological age but within the context of the student's abilities) and placement does not exceed the average for other classes;				
	b. dance educators are fully informed about the needs of each student and are involved in placement decisions; and				
	c. trained assistants are available to help in the classroom with specific disability needs.				

12	a. Dance instruction is provided for students receiving special education who are not included in regular dance classes.				
	b. Dance instruction for students with special needs is designed to teach expression and communication of ideas and feelings, practical dance skills, and knowledge of their bodies that will assist the students in functioning successfully in dance environments of the home, school, and community.				
	c. The amount of time for dance instruction is equivalent to that for all other students.				
	d. If a dance task cannot be performed by a student with special needs, the task is modified to support the student's ability.				
13	a. Student assessment includes self- and faculty evaluations that involve a combination of age appropriate methods (e.g., assessment based on learner outcomes, use of portfolios, checklists, and videotapes).				
	b. Classwork and performances are videotaped and secured as part of the student's portfolio.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Dance is taught by a dance specialist (a teacher with a certificate or degree in dance, a teacher certified in physical education with dance experience, or a professional dancer with early childhood teaching experience) in collaboration with classroom teachers.				
	b. The specialist provides leadership and guidance in the sequential development of curriculum at each grade level.				
	c. The specialist provides the expertise required to teach daily classes in dance structure and performance, safe and appropriate use of the body, and creativity through dance.				
	d. The efforts of the dance specialist are complemented by those of classroom teachers.				

2	a. Every dance educator has preparation and evaluation time equal to that of other school professionals.				
	b. The teaching schedule allows sufficient time between successive dance classes.				
	c. Sufficient time for travel is calculated in the teaching load of a dance educator required to move from one building to another..				
	d. Planning time is provided for dance educators to meet with other arts discipline and team staff				
3	The school or school district provides and supports annual professional development opportunities equal to that of other teachers in the school or school district. Staff are encouraged and permitted to attend a variety of professional development opportunities (conferences, symposia, workshops, in -service with guest artists, etc.).				
4	a. Dance educators working with students with special needs have information and training on the students' needs to assist with effective teaching.				
	b. Teacher aides are provided for special-education classes in dance.				
5	a. One dance educator in every district or school is designated as coordinator or administrator to provide leadership for the dance program. This coordinator is employed on a full-time basis for administration when the staff includes 25 or more dance educators.				
	b. The amount of administrative time is adjusted proportionately when the staff is smaller. Additional administrative staff is employed at a rate of one-fifth time for each additional 5 teachers above 25.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Every room in which dance is taught is equipped with a sound system utilizing current technology.				
	b. Every teacher has convenient access to sound recordings (records, tapes, and CDs) representing a wide variety of music styles and cultures.				
	c. The audio equipment is capable of variable-speed operation and has speakers capable of projecting music in a large room.				
	d. Several small cassette tape recorders are available for students to use when developing small group dances.				
	e. A microphone is available to the teacher.				
2	Teachers have access to a video camera on a tripod, color TV monitors, stereo VCRs, an overhead projector, and a slide projector for instructional use.				
3	a. A variety of props are available for students to use in their dances.				
	b. Props are provided for each student. Examples include: scarves, pieces of fabrics, elastic strips, small parachutes, ropes, hoops, balloons, and streamers.				
4	Teachers have access to a wide variety of videotapes or films on dance from different cultures, time periods, dance forms, and dance styles.				
5	a. All equipment is maintained in good repair.				
	b. An annual budget is provided for the repair and maintenance of all equipment used in teaching dance.				
6	a. An annual budget is provided for the purchase of records, CDs, and audio- and videotapes and equipment; props;				
	b. and the other special supplies, materials, and equipment needed for teaching dance and for student performances.				

Facilities

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Every room in which dance is taught is clean and well ventilated.				
	b. The dance space provides large, open areas (e.g., dance studio, gymnasium, all-purpose room, or empty classroom), and it is clear of all furniture and protruding objects.				
	c. The room has appropriate acoustical properties, a quiet environment, adequate lighting and heating, and provides comfortable temperatures throughout the year.				
2	a. Sprung wood or resilient wooden floors are standard requirements for all dance activities. <i>Concrete, tile, wood-over-concrete, and wood-over-tile floors are extremely unsafe and students can become injured from a fall or repetitive jumping.</i>				
	b. Floors are level and clean and free from splinters, nails, and all debris. Children dance in bare feet for increased sensory perception and safety. <i>Sneakers, street shoes, socks, tights, and stockings are hazardous on dance floors.</i>				
3	a. The space must be large enough to accommodate all students of a class moving at the same time.				
	b. At least 65 square feet per child in needed for dance activity space.				
4	a. The space is free from distractions from other classes or people passing through.				
	b. There is ready access to running water for rehydration after classroom activities and lavatories are located nearby.				
	c. The dance facilities are readily accessible to the school auditorium.				
5	Sufficient secured storage space is available in every school to store all tapes, records, CDs, audio and video equipment, props, instruments, films and books, and other instructional supplies used in teaching dance.				
6	Office or studio space is provided for every dance educator so that students may have convenient, private access to their teacher when consultation and assistance are needed.				
7	Every room in which dance is taught provides a bulletin board for dance concepts, photos, and students' drawings.				

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Arts Area: DANCE

Grade Levels: MIDDLE/JUNIOR HIGH SCHOOL

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. The dance program in the middle school builds sequentially on the dance program of the elementary school and it provides the foundation for the dance program in high school.				
	b. The curriculum is designed to meet a set of standards specific to dance education. The standards may be the national, state, or local (school district) guidelines or a combination of all three.				
2	a. The general dance curriculum provides the students with opportunities to create, perform, observe, and respond to dance.				
	b. The curriculum contains <ul style="list-style-type: none"> • a balanced and sequential program of movement elements and skills representative of a variety of dance styles; • explores the social, cultural, and historical dimensions of dance; • presents choreographic principles, processes, and structures; • provides opportunities for performing, viewing, and analyzing dance; • integrates dance with other disciplines within the curriculum; and • teaches safe body mechanics and other practices that support a healthy lifestyle. 				
3	a. The dance curriculum is described and outlined in a series of sequential and articulated curriculum guides that are developmentally appropriate for each grade level.				

	b. The dance curriculum guidelines are available to administrators, faculty, students, and the public.				
4	A general class in dance is required of all students through eighth grade. Courses are geared to different ability levels.				
5	Every dance class meets at least every other day for 45-55 minutes. In schools with block scheduling, double periods are arranged for more advanced classes.				
6	a. In addition to the general dance classes, an elective performance-based class is offered throughout the academic school year.				
	b. Performance-based classes meet daily for at least 45 minutes. Double periods are arranged for more advanced classes.				
	c. Performing groups present two or three open rehearsals and/or performances each year for peers, parents, and the community.				
7	Each dance class provides safe and effective periods of warm-up and cool-down.				
8	All dance courses provide students with opportunities to develop appropriate terminology and vocabulary specific to dance and movement.				
9	Dancers and faculty from dance institutions within the community are utilized to enhance and strengthen the school dance curriculum.				
10	Equal opportunities for dance experiences and participation exist regardless of gender, ability, or special needs.				
11	a. Students with special needs are provided equal access to a supportive and challenging dance education program.				
	b. Classes for students with special needs are no larger in size than are special education classes in other disciplines.				
12	When students with special needs are included in regular dance classes:				
	a. their placement is determined on the same basis as placement for students without special needs (e.g., by movement achievement and chronological age but within the context of the student's abilities) and placement does not exceed the average for other classes;				

	b. dance educators are fully informed about the needs of each student and are involved in placement decisions; and				
	c. trained assistants are available to help in the classroom with specific disability needs.				
13	a. Dance instruction is provided for students receiving special education who are not included in regular dance classes.				
	b. Dance instruction for students with special needs is designed to teach expression and communication of ideas and feelings, practical dance skills, and knowledge of their bodies that will assist the students in functioning successfully in dance environments of the home, school, and community.				
	c. The amount of time for dance instruction is equivalent to that for all other students.				
	d. If a dance task cannot be performed by a student with special needs, the task is modified to support the student's ability.				
14	a. Student assessment includes self- and faculty evaluations that involve a combination of age appropriate methods (e.g., assessment based on learner outcomes, use of portfolios, checklists, and videotapes).				
	b. Classwork and performances are videotaped and secured as part of the student's portfolio.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. All dance teachers are professional dance educators (dancers certified or degreed in dance or former/current professional dancers) with experience in teaching dance in grades 5-8).				
	b. Professional dance educators have				
	extensive specialized knowledge in teaching dance and are fully qualified to teach all assigned courses.				
2	Team-teaching opportunities with local dance artists and/or dance studio personnel provide supplemental instruction.				

3	Dance educators are provided adequate planning and preparation time to meet with other teachers (team or other arts disciplines) for initiating and implementing joint school projects.				
4	a. Every dance educator has preparation and evaluation time equal to that of other school professionals.				
	b. The teaching schedule allows sufficient time between successive dance classes.				
	c. Sufficient time for travel is calculated in the teaching load of a dance educator required to move from one building to another..				
5	a. The school or school district provides and supports annual professional development opportunities equal to that of other teachers in the school or school district.				
	b. Staff are encouraged and permitted to attend a variety of professional development opportunities (conferences, symposia, workshops, in -service with guest artists, etc.).				
6	a. Dance educators working with students with special needs have information and training on the students' needs to assist with effective teaching.				
	b. Teacher aides are provided for special-education classes in dance.				
7	a. One dance educator in every district or school is designated as coordinator or administrator to provide leadership for the dance program. This coordinator is employed on a full-time basis for administration when the staff includes 25 or more dance educators.				
	b. The amount of administrative time is adjusted proportionately when the staff is smaller. Additional administrative staff is employed at a rate of one-fifth time for each additional 5 teachers above 25.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Every room in which dance is taught is equipped with a sound system utilizing current technology.				
	b. Every teacher has convenient access to sound recordings (records, tapes, and CDs) representing a wide variety of music styles and cultures.				
	c. The audio equipment is capable of variable-speed operation and has speakers capable of projecting music in a large room.				
	d. Several small cassette tape recorders are available for students to use when developing small group dances.				
	e. A microphone is available to the teacher.				
2	A hand drum, small percussion instruments, and assorted recordings in a wide range of musical styles and cultures are available to the teacher for dance accompaniment.				
3	An annual budget supports the performance aspect of the program (e.g., costumes, props, scenery, music, etc.).				
4	The school library and school media center contains a wide variety of dance related books, audio- and video tapes, and films from different cultures, time periods, dance forms, and dance styles.				
5	Teachers have access to a video camera on a tripod, color TV monitors, stereo VCRs, an overhead projector, and a slide projector for instructional use.				
6	Media and video equipment available for use in dance instruction include: computers that have CD-ROM drive, access to Internet, appropriate software, dance-related CD-ROMs, printers, video cameras, color, and monitors, and stereo VCRs				
7	a. All equipment is maintained in good repair.				
	b. An annual budget provides for the repair and maintenance of all equipment used in teaching dance.				
8	An annual budget provides for the purchase of records, CDs, and audio- and videotapes; props; and the other special supplies, materials, and equipment needed for teaching and dance performance.				

Facilities

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Every school with a dance program provides a dance classroom appropriate for the size of the classes being offered.				
	b. The space is clear, clean with good ventilation, convenient electrical outlets, and an even, smooth resilient floor with the dimensions of at least 30' x 40'.				
	c. mirrors and bars mounted on the walls, a bulletin board, and chalkboard space are provided.				
	d. The room provides good lighting and supports comfortable temperatures throughout the academic year.				
2	a. Sprung wood or resilient wooden floors are standard requirements for all dance activities. <i>Concrete, tile, wood-over-concrete, and wood-over-tile floors are extremely unsafe and students can become injured from a fall or repetitive jumping.</i>				
	b. Floors are level and clean and free from splinters, nails, and all debris. Children dance in bare feet for increased sensory perception and safety. <i>Sneakers, street shoes, socks, tights, and stockings are hazardous on dance floors.</i>				
3	a. The space must be large enough to accommodate all students of a class moving at the same time.				
	b. At least 65 square feet per child in needed for dance activity space.				
4	a. The space is free from distractions from other classes or people passing through.				
	b. There is ready access to running water for rehydration after classroom activities and lavatories are located nearby.				
	c. The dance facilities are readily accessible to the school auditorium.				
5	Sufficient secured storage space is available in every school to store all tapes, records, CDs, audio and video equipment, props, instruments, films and books, and other instructional supplies used in teaching dance.				
6	Office or studio space is provided for every dance educator so that students may have convenient, private access to their teacher when consultation and assistance are needed.				

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Arts Area: DANCE
Grade Levels: HIGH SCHOOL

Curriculum and Scheduling

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. The dance program in the high school builds sequentially on the dance program of the school.				
	b. Elective courses offer students a balanced educational experience that meets graduation requirements and prepares them for lifelong participation in and enjoyment of dance.				
	c. The curriculum is designed to meet a set of standards specific to dance education. The standards may be the national, state, or local (school district) guidelines or a combination of all three.				
2	Dance courses provide experiences in creating, performing, viewing, analyzing, and responding to dance in a variety of dance styles and techniques appropriate for skill and age levels.				
3	Dance courses develop knowledge and skills in <ul style="list-style-type: none"> • physical movement • aesthetic appreciation • analytical and critical thinking • creative, choreographic, and artistic processes; • cultural and historical contexts of dance; and • healthful uses of the body. 				
4	All dance courses provide students with opportunities to develop appropriate terminology and vocabulary specific to dance and movement.				

5	a. The dance curriculum is described and outlined in a series of sequential and articulated curriculum guides that are developmentally appropriate for each grade level.				
	b. The dance curriculum guidelines are available to administrators, faculty, students, and the public.				
6	a. Dance courses for various skill levels and interests are offered for 45 to 90 minutes at least three times per week.				
	b. All programs offer entry level classes for beginners.				
	c. Ample performing and production opportunities are available to all students.				
7	a. Dancers and faculty of dance institutions within the community are utilized to enhance and strengthen the school dance curriculum.				
	b. Guest artists and master classes are provided to complement curriculum and facilitate learning.				
8	a. Students are given the opportunity to perform in informal and formal concerts for peers, parents, and the community.				
	b. Extracurricular activities in arts include dance.				
9	Students are provided equal opportunities for dance experiences and participation regardless of gender, ability, or special needs.				
10	a. Students with special needs are offered opportunities in dance instruction that support their abilities and needs..				
	b. If a dance task cannot be performed by a student with special needs, adaptation is provided so that participation is possible.				
	c. Classes of students with special needs are no larger in size than are special education classes in other disciplines.				
11	a. Students with special needs are included in regular dance classes whenever possible. Their placement is determined on the same basis as is placement for students without special needs.				

	b. Dance educators are involved in placement decisions and are fully informed about the special needs of the student.				
12	Special experiences are designed for artistically gifted students according to their abilities and interests.				
13	a. Academic credit is awarded at all levels of dance instruction on the same basis as for comparable courses.				
	b. Grades earned in dance courses are calculated into grade point averages and class rankings on the same basis as grades in comparable courses.				
14	a. Student assessment includes self- and faculty evaluations involving <ul style="list-style-type: none"> • check lists, • journals, • classwork, • critiques, • videotaped classwork, • and performances (portfolio). 				
	b. Time is allocated each semester for student advisory meetings during which students establish, evaluate, and revise their personal growth and performance in dance education.				

Staffing

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. All dance teachers are professional dance educators (dancers certified or degreed in dance or former/current professional dancers) with experience in teaching dance in secondary education.				
	b. Professional dance educators have extensive specialized knowledge in teaching dance and are fully qualified to teach all assigned courses.				
2	a. The number of dance educators is sufficient to teach the courses specified under the standards for curriculum and scheduling.				
	b. An accompanist is provided.				

3	Dance educators are provided adequate planning and preparation time to meet with other teachers (team or other arts disciplines) for initiating and implementing joint school projects.				
4	a. Every dance educator has preparation and evaluation time equal to that of other school professionals.				
	b. The teaching schedule allows sufficient time between successive dance classes.				
	c. Sufficient time for travel is calculated in the teaching load of a dance educator required to move from one building to another.				
5	a. The school or school district provides and supports annual professional development opportunities equal to that of other teachers in the school or school district.				
	b. Staff are encouraged and permitted to attend a variety of professional development opportunities (conferences, symposia, workshops, in -service with guest artists, etc.).				
6	Dance educators working with students with special needs have information and training on the students' needs to assist with effective teaching.				
7	Teacher aides are provided for special-education classes in dance.				
8	a. One dance educator in every district or school is designated as coordinator or administrator to provide leadership for the dance program. This coordinator is employed on a full-time basis for administration when the staff includes 25 or more dance educators.				
	b. The amount of administrative time is adjusted proportionately when the staff is smaller. Additional administrative staff is employed at a rate of one-fifth time for each additional 5 teachers above 25.				
9	Guest artists, artists-in-residence, and master classes are available to all students at different levels of instruction.				

Materials and Equipment

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Every room in which dance is taught is equipped with a high-quality sound reproduction system capable of utilizing current recording technology.				
	b. Every teacher has convenient access to sound recordings representing a wide variety of music styles and cultures that lend themselves to dance movement.				
2	Every school provides instructional materials and equipment of quality and sufficient quantity and variety for every course offered.				
3	The following equipment and materials are available in every room in which dance is taught: <ul style="list-style-type: none"> • CD player, dual tape deck, speakers, amplifier, drums, • percussion instruments, • portable tape recorders, camcorder with tripod, VCR, and TV color monitor, • good quality recording tapes for audio and video use by students. 				
4	Every school contains a library or student resource center that provides students with a variety of books, resource packets, audio- and videotapes, and computer software related to <ul style="list-style-type: none"> • dance history, • dance theory, and • dance notation. 				
5	Every school provides the following technology for dance instruction: <ul style="list-style-type: none"> • computers that have CD-ROM drives • access to Internet, • appropriate software, • dance-related CD-ROMs, • printers, video cameras, color monitors, and stereo VCRs. 				
6	Every school provides access to <ul style="list-style-type: none"> • stage space; • appropriate and adequate dressing room and shower facilities for boys and girls; and • secured storage space for all equipment, costumes, props, and scenery. 				

7	a. An annual budget provides for performance/production costs (costuming, music, props, scenery, etc.) and				
	b. for the purchase of supplies, equipment, and materials needed for teaching dance (records, CDs, audio- and videotapes, dance reference books, periodicals, and computer materials).				
8	Four to five individual tape recorders (video & audio) are available for small-group choreographic studies.				
9	a. All equipment is maintained in good repair.				
	b. The budget includes projected costs for annual maintenance and for the repair of equipment as needed.				

Facilities

	Exemplars	Lacking	Meets	Exceeds	Comments
1	a. Every school with a dance program provides a dance classroom appropriate for the size of the classes being offered.				
	b. The space is clear, clean with good ventilation, convenient electrical outlets, and an even, smooth resilient floor with the dimensions of at least 30' x 40'.				
	c. mirrors and bars mounted on the walls, a bulletin board, and chalkboard space are provided.				
	d. The room provides good lighting and supports comfortable temperatures throughout the academic year.				
2	a. Sprung wood or resilient wooden floors are standard requirements for all dance activities. <i>Concrete, tile, wood-over-concrete, and wood-over-tile floors are extremely unsafe and students can become injured from a fall</i>				
	b. Floors are level and clean and free from splinters, nails, and all debris.				
3	a. The dance classroom is free from distractions and from other classes or people passing through.				
	b. It is within close proximity of the stage and lavatories for boys and girls.				

	c. Running water is available to students for rehydration after classroom activities.				
4	Dance classroom and performance space can be secured and used after school and evening hours for rehearsals and performances.				
5	Dance educators set standards for the proper attire to be worn during classroom, rehearsal, and performance dance activities.				
6	Sufficient secured storage space is available in every school to store all tapes, records, CDs, audio and video equipment, props, instruments, films and books, and other instructional supplies used in teaching dance.				
7	Office or studio space is provided for every dance educator so that students may have convenient, private access to their teacher when consultation and assistance are needed.				
8	a. The dance stage includes adequate wing space and backstage crossing space for exits, entrances, and cross-overs.				
	b. A high-quality sound system is available. The stage is open and large and is adaptable to the various needs of the performing arts.				
	c. Dance students have equal access to the stage as do all other performing arts students.				