

8710.4310 TEACHERS OF DANCE.

Subpart 1. **Scope of practice.** A teacher of dance is authorized to provide to students in kindergarten through grade 12 instruction that is designed to develop an understanding of the creative works and processes of producing dance.

Subp. 2. **Licensure.** A candidate for licensure to teach dance to students in kindergarten through grade 12 shall:

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and

C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of dance in subpart 3.

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of dance must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A and B.

A. All teachers of dance must demonstrate competency in:

- (1) theories and practices of at least two dance forms in the context of performance;
- (2) theories and practices of choreography in the context of performance;
- (3) theories and practices of improvisation as applied to choreography and performance;
- (4) analysis, interpretation, and evaluation of technique, performance, and choreographic aspects of dance;
- (5) understanding theories and practices of dance in diverse cultures and historical periods;
- (6) theories and practices of design and technical production in dance in the context of performance;
- (7) understanding human anatomy and physiology, and health and safety practices related to dance;
- (8) theories and practices of creative dance;
- (9) understanding ethical issues in dance;
- (10) comparing and contrasting the processes of creating, performing, and responding in dance with the processes and content in other arts areas;

(11) comparing and contrasting the processes of creating, performing, and responding in dance with the processes and content in the humanities, the sciences, and other subject areas; and

(12) analyzing the economics and career opportunities of dance creation, performance, analysis, and technology.

B. A teacher of dance must demonstrate integration of content with an understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of dance shall:

(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;

(2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;

(3) develop curriculum goals and purposes based on the central concepts of dance and know how to apply instructional strategies and materials for achieving student standards in dance;

(4) understand the role and alignment of district, school, and department mission and goals in program planning;

(5) understand the need for and how to connect students' academic experiences with everyday life, the workplace, and further educational opportunities;

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) understand the impact of reading ability on student achievement in dance studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read dance content more effectively.

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach dance must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

Subp. 4. **Continuing license.** A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

Statutory Authority: *MS s 122A.09; 122A.18*

History: *30 SR 1054; L 2015 c 21 art 1 s 110; 39 SR 822; L 2017 1Sp5 art 12 s 22*

Published Electronically: *August 21, 2017*