

# CIEP Submission Form

## Dance (P-12)

(for Educator Preparation Chapter adopted 8-12-2021)

**Institution Name:**

**Date Submitted:**

**Program Level:** *Select one of the options below.*

Class B

Alternative Class A

**Submitting for:** *Choose one of the options below.*

Initial review of a proposed program

Continuing review of a currently approved program

Resubmission to address unmet standards and/or conditions

### Overview of Each Required Section:

- I. **Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The “n”s reported here are used to determine if “n”s reported in data tables are consistent.
- II. **Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.
- III. **Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.
- IV. **Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

**SECTION I Background Information**

- 1. Include the proposed checklist as a separate document.
- 2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**  
*Programs should report at least three years of data. If the “n” over three years is less than 10, the program should report five years of data.*

<b>Academic Year</b> September 1 to August 31	<b>Number of Unconditional Admissions</b>	<b>Number of Program Completers<sup>1</sup></b>	<b>Number Recommended for Alabama Certification</b>

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<sup>1</sup> Use the Title II definition for program completers.

## **SECTION II Key Assessments, Data, and Data Analysis**

1. Assessments #1-#5 are required. No more than eight key assessments may be submitted.
2. Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.

#	Key Assessment Title	Name of Key Assessment <sup>2</sup>	Type of Key Assessment <sup>3</sup>	When Required by Program <sup>4</sup>
1 a	<b>State Certification Tests:<sup>5</sup></b> <b>edTPA</b>		State Certification Tests	
2	<b>Content Knowledge<sup>6</sup></b>			
3	<b>Planning Instruction<sup>7</sup></b>			
4	<b>Internship</b>			
5	<b>Effect on Student Learning<sup>8</sup></b>			
6 <sup>9</sup>				
7				
8				

<sup>2</sup> Identify assessment by title used in the program.

<sup>3</sup> Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

<sup>4</sup> Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

<sup>5</sup> Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

<sup>6</sup> Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

<sup>7</sup> Examples of appropriate assessments for planning instruction include developing lesson or unit plans that address the breadth and depth of the teaching field, individualized education plans, needs assessments, or intervention plans.

<sup>8</sup> Examples of appropriate assessments for effect on student learning include those based on samples of student work, portfolio tasks, case studies, and appropriate follow-up studies.

<sup>9</sup> Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

### **SECTION III Alignment of Standards to Curriculum and Key Assessments**

*Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.*

<b>Standard 1 Common Body of Knowledge and Skills in Dance.</b>		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements<sup>10</sup></b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
<p><b>1.1 Performance.</b> Candidates develop skill in at least one major area of performance to the highest possible level of technical skill and conceptual understanding appropriate to the particular area of concentration and its expressive possibilities.</p>		
<p><b>1.2 Choreography.</b> Candidates develop basic knowledge and skills in choreography and demonstrate their choreographic potential in traditional and/or experimental approaches.</p>		
<p><b>1.3 Theoretical and Historical Studies.</b> Candidates:</p>		
<p>1.3.1 Develop an understanding of the common elements and vocabulary of dance and of the interaction of these elements and are able to employ this knowledge in analysis.</p>		
<p>1.3.2 Analyze dance perceptively and evaluate dance critically.</p>		
<p>1.3.3 Place dance in historical, cultural, and stylistic contexts.</p>		
<p>1.3.4 Form and defend individual critiques.</p>		

1.3.5 Have fundamental knowledge of the body and of kinesiology as applicable to work in dance.		
<b>1.4 Knowledge and Skills.</b> Candidates demonstrate:		
1.4.1 Basic knowledge of dance pedagogy.		
1.4.2 Competence in repertory, dance notation, history of dance, dance technologies, philosophy of dance, music, anatomy and kinesiology, dance ethnology, production design, and multi-disciplinary forms.		
1.4.3 Entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.		
1.4.4 Competence through the development of a body of work for evaluation in the major area of study.		
1.4.5 Ability to form and defend analyses and critiques of dance and communicate dance ideas, concepts, and requirements to professional and lay persons related to practice of the major field of study.		

<b>Standard 2 Dance Education.</b>		
Dance educators understand, apply, and communicate the craft of dance composition.		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
<b>2.1 Studio.</b> The prospective dance teacher demonstrates proficiency in technique, improvisation, composition, repertory, and performance. Candidates:		
2.1.1 Attain an intermediate or advance level in at least two forms of technique.		
2.1.2 Develop a physical and conceptual understanding of movement and its expressive possibilities, including issues associated with student health and safety.		
2.1.3 Demonstrate an appreciation and understanding of dance forms and styles from diverse cultures.		
<b>2.2 Theoretical and Historical Studies.</b> The prospective dance teacher demonstrates knowledge of dance history, repertory, and ethnology; movement analysis; dance and movement sciences; and music and production. Candidates:		
2.2.1 Analyze dance perceptively and evaluate it critically.		
2.2.2 Develop working vocabularies (physical, verbal, written) based on an understanding and interpretation of the common elements of dance and are able to employ this knowledge in analysis.		
2.2.3 Place dance in historical, cultural, and stylistic contexts, and perceive dance as an evolving arts discipline.		

2.2.4 Form, articulate, and defend individual critiques, critical analyses, and evaluations about dance.		
2.2.5 Demonstrate fundamental knowledge of the body and understanding of the fundamentals of developmental kinesiology sufficient to correlate student learning and development with age and physical motor skills.		

<b>Standard 3 Teaching Competencies.</b> Candidates demonstrate:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
3.1 Ability to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings in ways that develop knowledge of how dance works syntactically as a communication medium and developmentally as an agent of civilizations.		
3.2 Effective classroom, studio, and rehearsal management strategies.		
3.3 Understanding of child growth and development and an understanding of principles of learning as they relate to dance.		
3.4 Ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.		
3.5 Knowledge of current methods, materials, and repertoires available in various fields and levels of dance education appropriate to the teaching specialization.		
3.6 Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.		
3.7 Basic understanding of the principles and methods of developmental curricula and the short- and long-term units that comprise them.		



3.8 Understanding of evaluative techniques and ability to apply them in assessing both the progress of students in dance and the objectives and procedures of the curriculum.		
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**SECTION IV Summary of Field Experiences Prior to Internship**

1. List all courses (or other curriculum requirements) that have a required field experience, **in the order** that the courses are typically taken. *Include the course prefix, number, and title.*

Course Prefix	Course Number	Course Title

2. Are field experiences always done in this order?      Yes      No  
If no, provide a brief explanation.
3. Briefly explain how placements are made to ensure that candidates are placed in diverse schools.
4. For each field experience, complete a field experience coversheet and attach it to the instructions or assignments for the field experience. Submit these in a Field Experience folder on the flash drive and a section in the binder.