MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

Arts Licensure Rulemaking

Dance Licensure Standards Rule Draft

Drafted by PELSB Arts Licensure Writing Workgroup October 2026

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1. Dance Content Knowledge

A. 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 below:

1. Theories and practices of at least two dance forms in the context of choreography, technique, performance, and improvisation.
2. Theories and practices of choreography in the context of dance, including the integration of technology and dance for media.
3. Understanding theories and practices of dance in non-dominant /minoritized/ marginalized communities and historical periods.
4. Theories and practices of dance aesthetics and dance contributions of Minnesota American Indian Tribes and Communities.
5. Theories and practices of design and technical production in dance.
6. Understanding human anatomy and physiology, health and safety practices related to dance.
7. Understand various economic implications and career opportunities in dance.

2. Dance Pedagogy and Curriculum Standards

A. A candidate for licensure as a teacher of dance must demonstrate integration of content with an understanding of pedagogy, curriculum, students, learning, classroom ecology, and professional development. The teacher of dance shall:

1. Understand and apply dance education theories and concepts to develop learning experiences, assessments, and instructional practices that support all students in dance.
    a. Understand and apply the research base for theories related to dance pedagogy and learning in PreK-12 settings.
    b. Develop program and curricular goals based on central concepts of dance.
    c. Know how to apply instructional strategies and create materials aligned to the goals and purposes of dance education.
    d. Understanding ethical issues in dance performance and dance education.

2. Understand the philosophical and historical foundations of dance education in schools.
3. Understand the need for and how to connect students' academic dance experiences with everyday life, the workplace, and further educational opportunities.
4. Know how to develop and manage dance education programs, resources, materials, and classroom spaces.
    a. Promote a dance learning environment that supports healthy and safe dance movement practices.
    b. Understand how state and national education policy impacts dance education in schools, including state and national academic dance standards.
5. Understand theories and practices of creative movement.
6. Understand strategies to analyze, interpret, and evaluate technique, performance, and choreographic aspects of dance.

3. Dance Program Policy and Advocacy

A. A candidate for licensure as a teacher of dance must demonstrate knowledge of legal and logistical components of dance program management to sustain as a teacher of dance in educational settings. The teacher of dance shall be able to:

1. Communicate the importance of and advocate for dance education within a district, school, department, and/or program.
2. Know how to interact with and engage representatives of business, industry, communities, and organizations as active partners in creating dance education opportunities.
3. Know how to manage funds, budget, resources, and materials for career sustainability.
    a. Utilize professional and educational dance organizations as tools for advocacy, networking, research, and professional growth.
    b. Advocate with administration, families, and educational stakeholders to best articulate the importance of dance education with the use of data collection and progress monitoring.
    c. Understand legal and ethical considerations in dance education, including music copyright, intellectual property, student privacy, and consent-based kinesthetic instruction.
4. Understand the environmental implications of dance education.