

Data Report of DRAFT 2 Dance Education Standards

**Data Review Committee (DRC): DRAFT 2 Data Review Report
April 2024
Office of Academic Standards | Dance Education K-12**

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Introduction

The NC Department of Public Instruction (NCDPI) will review the standards for each content area every five-to-seven years to ensure the NCSCOS consists of clear, relevant standards and objectives. The standards review, revision, and implementation process provides a comprehensive study of each content area organized by grade level, proficiency level, and/or course. The five-to-seven-year cycle allows time for review, revision, and consistent implementation of the standards.

All standards are reviewed on a perpetual cycle of five-to-seven years. The review process is designed to ensure clear, rigorous, and measurable standards that are easily understood by teachers, parents, and students, and are articulated K-12 by grade, proficiency level, and/or course. NCDPI will facilitate the standards review phase using the following steps, as appropriate:

- A. Collect and review feedback through various methods from stakeholders, including but not limited to educators, administrators, parents, community members, students, institutions of higher education, business/industry, education agencies in other states and/or national organizations for the specific content area.
- B. Analyze contemporary and current research on standards in the content area being reviewed.
- C. Establish and convene a data review committee.
- D. Facilitate the committee's review of data and research, State or federal legislative requirements, surveys and other stakeholder feedback.
- E. Evaluate the data review committee's findings and share recommendations for standards revision with the State Board of Education.

The Data Review Committee (DRC) serves to support the review and analysis of the feedback collected. The DRC analyzes all data points for trends, themes, and ultimately recommendations for revision. DRC members use the data reporting template to organize data and corresponding recommendations. DRC members include educational leaders and community members from across the state's regions, with varying perspectives and experiences regarding the current Standard Course of Study. Their review of the data and recommendations helps drive the review and revision phases.

Reading this Report

This report is set up based on the methods and approaches utilized to gather feedback from stakeholders across North Carolina. The report analyzes quantitative data compiled from surveys released to individual public school units and the general public.

The first section, methodology, will provide DRC members with an overview of how data was gathered, from who, and when. It will also provide an explanation of how the data was analyzed and prepared for review. The actual data, and initial analysis, are found in the second section. DRC members will use this information and then determine initial conclusions and

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recommendations. The information in these sections was prepared ahead of time through collaboration of the Office of Academic Standards and the Office of Learning Recovery. The final two sections (Conclusions and Recommendations) are completed by the DRC team members based on trends identified in the findings and research provided.

Scope of Work

The DRC followed the prescribed steps outlined in the NC Standard Course of Study Procedures Manual. In the review phase, the DRC reviewed the extensive data collected through surveys, focus groups, and interviews. The data also included research on other states' standards in Arts Education, national standards and frameworks, and scholarly research in the field of Arts Education. This round, the DRC reviewed the survey data provided by both PSU and All Stakeholder groups. In proficiency level groups, the DRC worked with the NCDPI K-12 Arts Education Team to compile their recommendations for the Standards Writing Team. This may include the standards the data reflects as "keep with no changes," "remove," or "modify or expand."

Methodology for Data Collection

Per the NC Standard Course of Study Manual, the draft 2 review included conducting one large scale survey for feedback.

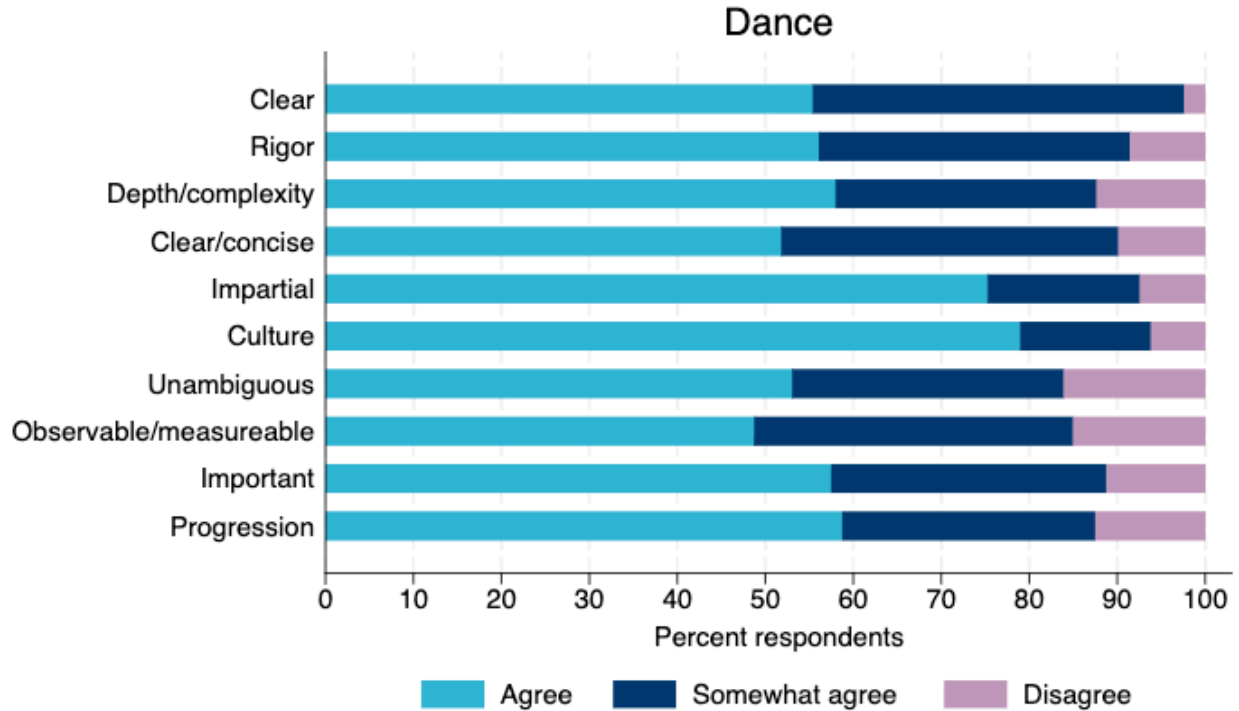
A single All-Stakeholder overview survey was released on February 27, 2024 and closed on March 31, 2024. A total of 1019 responses were collected representing all eight State Board regions, 91 LEAs, and 23 Charter Schools. The survey was publicized through listservs, posted on the NCDPI website, multiple email notifications and reminders, at in person meetings and professional developments, and through NCDPI social media.

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Data Results

- Overview of findings
- Pull charts and data from Qualtrics

Quantitative Findings by Question via Survey



Item	Question	% agree	% somewhat agree	% disagree	total participation
DA1	The standards are clear statements of what the student should be able to do or understand.	55	42	2	83
DA2	The standards are written at an academic level of rigor appropriate for the grade level.	56	35	9	82
DA3	The standards demonstrate appropriate depth and complexity.	58	30	12	81
DA4	The standards are written clearly and concisely for a variety of audiences (parents, teachers, community members, students, etc.).	52	38	10	81
DA5	The standards are impartial and free of discrimination on the basis of gender, ethnicity, and/or disability.	75	17	7	81
DA6	The standards are free of language that might be culturally insensitive.	79	15	6	81
DA7	The standards are free of ambiguity and confusion.	53	31	16	81

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DA8	The standards are observable and measurable.	49	36	15	80
DA9	The standards cover the important content and knowledge of the content area.	58	31	11	80
DA10	The standards progress appropriately across grades and/or courses.	59	29	13	80

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Conclusions (to be completed by DRC)

Feedback Overview

General

- The DRC met to review data collected by the 10 question survey provided to stakeholders and PSUs for feedback on Draft 2 of the Dance Standards for NC. The survey results show an average of 80 respondents for the quantitative data, as well as 15 comments for the qualitative data. The DRC reviewed both the quantitative and qualitative data. When a single comment was contradicted by the rest of the data - or in some cases, the objectives themselves - the DRC did not recommend a change.
- Overall, some respondents praise the clarity of the standards while others report that the standards are vague. The DRC agrees that there must be a balance between specificity and teacher choice included in the standards.
- The comments make it clear that there are a variety of types of dance teachers, all with different levels of expertise and training due to the loose licensure requirements for dance. Because of this, there is an identified need for teacher professional development, a collection of supporting documents including a glossary of terms, and FAQs for anyone entering the field on an alternative licensure pathway.

Positive Feedback

General

Quantitative:

- The quantitative data shows that a majority of stakeholders (>80%) agree or somewhat agree that all (DA1 - DA10) the standards are written clearly with student understanding in mind (DA1), with appropriate rigor (DA2), demonstrate appropriate depth and complexity (DA3), are clear and concise for a variety of audiences (DA4), the standards cover a broad span of the content (DA9), and that the standards progress appropriately.
- A large percentage (75%) of stakeholders agree the standards are impartial and free of discriminatory language (DA5). A large percentage(>80%) of stakeholders agree or somewhat agree that the standards are free of culturally insensitive language (DA6).

Qualitative:

- In the qualitative data, there is praise for the concise learning targets, the overall easy-to-read structure, and appreciation for teacher choice within the objectives (DA4)
- Survey comments reflect positive responses to the detailed inclusion of differing societies and cultures at varying levels.

Areas of Concern

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General

- Regarding the ambiguity of standards verbiage, the Qualitative data shows an even split among agreement and disagreement, while the Quantitative data shows that only 16% (12 of 81 surveyed) agree that the language is too broad and vague. The data points do not support each other.
- Pertaining to objectives being observable and measurable, Qualitative and Quantitative (15% = 12 of 80 people surveyed) disagree that the objectives are observable and measurable. This is the second highest area of disagreement for the dance standards.
- Professional Development Needs identified by DRC Discussions of Qualitative Feedback review are a NECESSITY in order to help make this Standards transition successful for all teachers regardless of their training, years of experience, or specific dance expertise.
- The standards in draft 2 are not appropriately balanced between movement skills and exposure. The DRC, based on expertise and some respondent comments, agrees that there should be a focus on body systems and functions starting in the elementary years and continuing through Advanced standards.
- IThe DRC recommends that the standards be written in language that is friendly to lateral entry teachers as well as those who do not have dance education backgrounds.

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Recommendations (to be completed by DRC)

Recommendations based on Feedback

General Recommendations

- Overall, the ambiguity of the language used has been analyzed by the DRC to successfully offer teacher choice. The DRC recommends the verbiage remain in this manner so that teachers have freedom to adapt the objectives as necessary for their environment and student population.
- The DRC recommends clearer language in the CN1.2 strand around integration to ensure building administrators and exterior stakeholders understand that the objectives are aimed at integrating dance with other content areas.
- Include objectives which cover the science of dance, including the way that body works, including the musculoskeletal system, proper alignment, breath, and technique beginning in upper elementary
- Specific Examples of suggested changes:
 - AC.CR.2.2 Describe how copyright pertains uniquely to “parody, adaptation, artificial intelligence, and fair use in dance.” = digital citizenship.
 - Use of the word “integration” should be included in the definition of the Connect strand.

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Appendices

Appendix A:

[Survey Questions](#)

[Survey Raw Data](#)