DANCE for PD®

CLASSES | TRAINING | RESOURCES

A PROGRAM OF THE
MARK MORRIS DANCE GROUP

Certification Guide

with information about courses, requirements, processes and standards

Overview

The Certification process represents the highest level of Dance for PD®'s Training Program, and is reserved for those teachers who have proven eligibility. Dance for PD® recognizes advanced skills, experience, and training through a special certification program for qualified Dance Teachers who have trained with us, have professional experience, and who most closely follow the class structure and artistic content of the Mark Morris Dance Group Dance for PD® model.
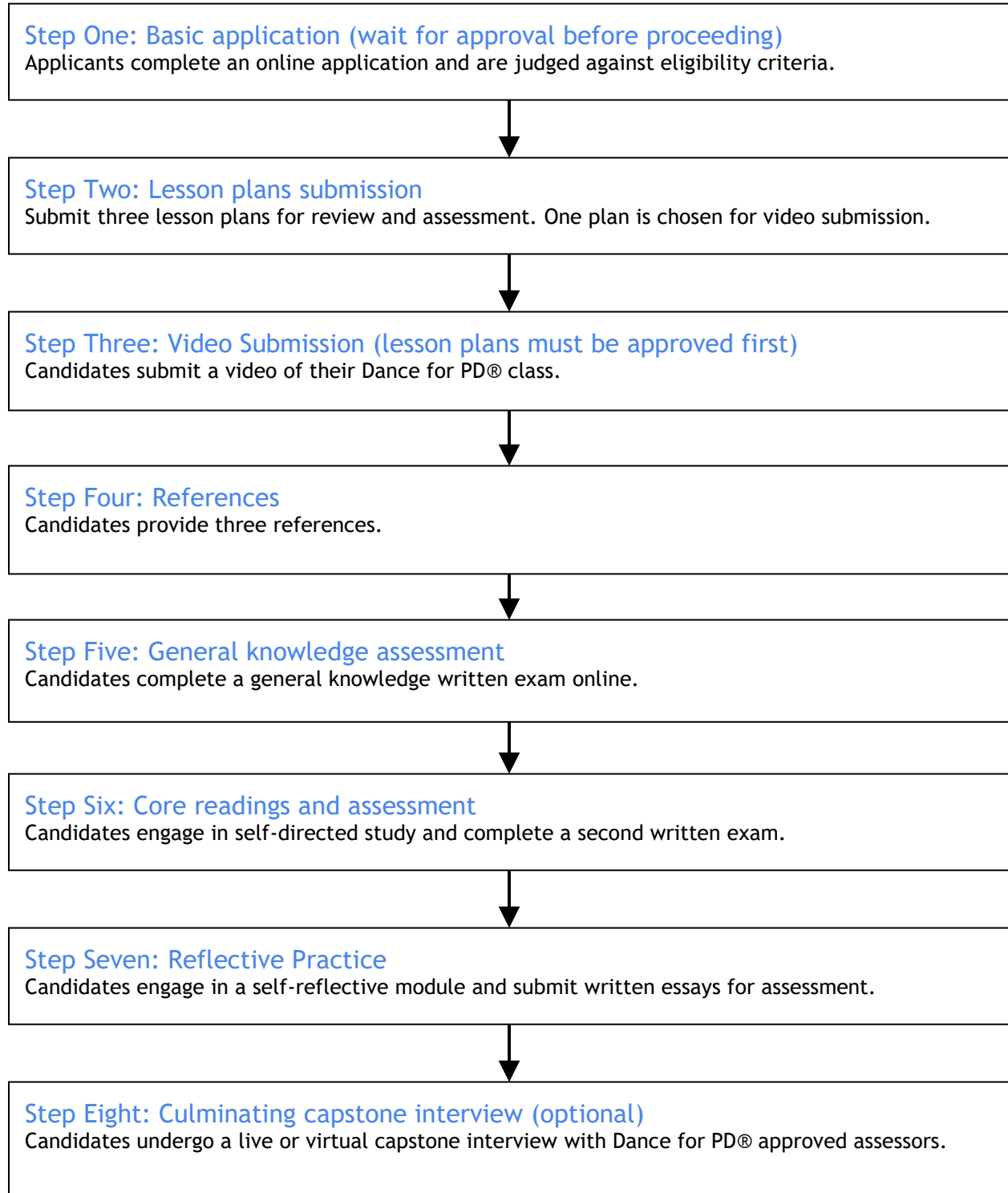

Eligibility

The certification process is reserved for those teachers who have proven eligibility through the following credentials:

- Documented proficiency in at least one major dance style (ballet, classical Indian, modern, jazz, tap, ballroom, Argentine Tango, flamenco, West African etc.)
- At least 5 years' experience consistently teaching dance in a group setting
- At least 50 credits in the Dance for Parkinson's training process, gathered from approved partners
- Ability to adapt dance techniques and styles to a special population
- Ability to create original, dynamic sequences of dance movement in several styles
- Sensitivity and patience
- Proficient musicality and sense of rhythm
- Performing experience strongly recommended
- Successful completion of at least 50 hours of teaching in a group Dance for PD® setting
- Special consideration given for hours accrued in one-on-one sessions when group setting is not available

Process

The certification process consists of eight steps, which address either assessment or learning.

Step One: Basic application (wait for approval before proceeding)
Applicants complete an online application and are judged against eligibility criteria.

Step Two: Lesson plans submission
Submit three lesson plans for review and assessment. One plan is chosen for video submission.

Step Three: Video Submission (lesson plans must be approved first)
Candidates submit a video of their Dance for PD® class.

Step Four: References
Candidates provide three references.

Step Five: General knowledge assessment
Candidates complete a general knowledge written exam online.

Step Six: Core readings and assessment
Candidates engage in self-directed study and complete a second written exam.

Step Seven: Reflective Practice
Candidates engage in a self-reflective module and submit written essays for assessment.

Step Eight: Culminating capstone interview (optional)
Candidates undergo a live or virtual capstone interview with Dance for PD® approved assessors.

Step One: Basic Application (wait for approval before proceeding)

Process

Candidates must supply the following information through the online certification application, for which a link will be provided in your invitation letter.

- Contact information
- Educational background
- General teaching and performing experience
- Actual classes/courses taught
- Dance for PD® teaching hours (minimum of 50)
- Choreography or other creative projects with name of piece, year and venue
- Workshops and seminars completed (including Dance for PD®)
- Publications (if any)
- Experience with community outreach/special populations
- Resume (attached)
- Statement of current Dance for PD® collaborators (dance studios, PD groups, healthcare facilities)
- Short essay of intent

Assessment descriptor

Applications will be judged against the Dance for PD® Certification eligibility criteria listed above.

Incomplete or premature applications will not be accepted. Candidates must demonstrate evidence of hours and training completion upon request. Once approved, candidates may move on with the remaining steps of the process in order. Since most of the Certification process is conducted online, candidates will need to be able to use a computer and execute basic functions include online exam-taking and the downloading and uploading of materials.

Step Two: Lesson plans submission

Process

Candidates shall submit two lesson plans outlining three full Dance for Parkinson's classes. The lesson plans may be based on past or future classes. Lesson plans must be submitted using the form provided when you receive instructions for Step 2. Plans must be based on the core Dance for PD lesson planning template, which is available [here](). Plans that are lacking key areas listed in this template will be returned for resubmission.

Assessment descriptor

Lesson plans will be reviewed and graded Pass/Fail based on the following criteria. Plans must:
1. Represent Dance for PD® teaching methodology, approach, and best practices indicated in

training and on the core Dance for PD lesson planning template

2. Include a range of activities reflecting structured and improvisational/co-creative approaches
3. Include activities that foster technique, creativity, social interaction and inclusion
4. Include concrete strategies for promoting accessibility for all participants
5. Be realistic in terms of pacing and use of allotted time
6. Include a progressive warm up

Your assessors will select one lesson plan to be used as the basis for your video submission. In some cases, the assessors may make specific recommendations for additional content they'd like to see included in your video submission, or they may suggest omitting certain activities to fit into the time limit required for the video submission.

Step Three: Video submission

Process

Once the candidate's lesson plans have been reviewed, he or she will be asked to submit a video of a Dance for Parkinson's class that is based on the lesson plan selected by the assessor. The video must abide by the following guidelines:

1. Video should be submitted by digital file of an in-person or Zoom class. Video files should be uploaded to our Certification Video Dropbox here.
2. The video must capture three minutes of studio time before the class starts, followed by a 60- to 75-minute class without any edit points. Assessors want to see the pre-class and class activities straight through, including all transitions. If your equipment divides the footage into several files, we ask that you combine those files into a single film using basic editing software. The class itself must have at least eight participants.
3. The video frame must capture the instructor as well as all class participants at all times. We will not accept videos that show only the instructor, or just a few participants. If sending a Zoom class, please record and send both the Speaker View and Gallery View files.
4. The video must capture seated, supported standing, and across-the-floor material. (Accommodations for a specific group's levels and needs will be made.)
5. Assessors will stop watching videos at 75 minutes; no additional footage will be reviewed.
6. Videos may not be less than 60 minutes.
7. Sound quality must be adequate in order to make out the music and the teacher's instructions; videos should be compressed to reduce file size. Videos may be shot on standard consumer electronics (Digital cameras, Flip cameras, iPhones) that show the image with adequate clarity and flow. Professional videography is not required.

Assessment descriptor

Video submissions will be assessed by a panel of expert assessors based on the following criteria:

- Candidate represents comprehensive understanding of Dance for PD® best practices and a

thorough knowledge of practice in teaching and learning in the Dance for PD® context.

- Candidate follows the approved lesson plan, making any adjustments and changes necessary to ensure maximum enjoyment and inclusion of the participants in the room that day
- Candidate displays high-level practical dance teaching and facilitation of learning in context
- Candidate integrates a variety of technical and imaginative components
- Candidate displays individual creativity and personal approach
- Candidate's teaching represents thorough understanding and application of all learning outcomes from the online learning program, Introductory Training workshop, Advanced Training workshop and continuing professional development opportunities
- Candidate's class management sensitively supports and nurtures all class participants and addresses the full range of abilities and levels of mobility in the class
- Candidate's communication skills allow for the clear, energetic and appropriate exchange of information throughout the class
- Candidate's class is inclusive and safe
- Class participants display understanding and execution of class material at an appropriate level
- Candidate displays skills of adaptability within the Dance for PD® framework

Each video submission will be reviewed by at least two assessors. Assessors will address any concerns and suggestions that develop during the review process through a written report highlighting strengths and areas for improvement. Following review, there are three options:

1. The video is approved, and the candidate will receive comments and suggestions based on reviewers' comments
2. Reviewers feel that certain areas need to be improved before the video is approved. Candidates will receive a set of comments, as well as a request for certain sections of class to be done again and resubmitted by video for second review.
3. Reviewers feel that the candidate is not ready for certification. A complete set of comments is shared with the candidate, and the candidate will be asked to work on specific skills before resubmitting a complete class again within a mutually-agreed upon timeframe. In the case of this option, the candidate reserves the right to request a third assessor.

Step Four: References

Process

Three references must be provided as part of the candidate's initial application. Two references must be participants in the candidate's regular Dance for Parkinson's class; one reference must be a teaching colleague or administrator.

Assessment descriptor

References will complete an online form that contains a series of questions relating to the candidate's teaching practice and skills. Any concerns or negative feedback will be shared with the candidate as part of the interview process, although serious concerns may be addressed earlier in the process.

Step Five: General knowledge assessment

Process

Immediately following the successful completion of the video review process, candidates will receive an access code for the remaining elements of the certification process, beginning with a general untimed online assessment, which integrates a variety of question formats including multiple choice, true/false, and essay.

Assessment descriptor

The general assessment incorporates information, concepts and learning outcomes covered in the three training courses. Specifically, assessment scoring is contingent upon:

- General knowledge of Parkinson's manifestations and how they might present in a Dance for Parkinson's class
- Comprehensive understanding of pedagogic concepts and best practices
- Skills of observation and analysis relating to the class environment
- Comprehensive knowledge of Dance for PD® teaching practices and approaches
- Understanding of safety considerations
- Class planning skills
- Understanding of basic musical concepts and rhythms

Grading

A score of 90% is required to pass. Candidates may retake the exam up to two times. Additional testing instructions are available on the exam portal.

Step Six: Core readings & assessment

Process

The second written exam tests comprehension of materials contained within the Dance for PD® Certification core reading packet, comprised of essays, articles and research papers related to dance and Parkinson's. Candidates will engage in a process of self-directed reading and study culminating in the second written assessment. Preparation for this exam can begin as soon as the Step Two is complete.

Learning outcomes

Upon completion of the reading packet, candidates will be able to:

1:       Identify key concepts and issues in research on dance and Parkinson's

2:        Understand basic methodologies for scientific research in the field

3:        Understand and appreciate different perspectives on Dance for Parkinson's practice

4:        Understand both historical and current perspectives on the clinical dimensions of Parkinson's

5:        Understand and reflect upon creative practice as it pertains to Dance for Parkinson's

Assessment descriptor

The reading assessment will test a candidate's comprehension and absorption of the material and concepts contained within the Dance for PD® Certification packet. Candidates may refer to their packets during the assessment but may not use online search engines or other tools.

Grading

A score of 90% is required to proceed to the next step. Candidates may retake the exam up to two times. Additional testing instructions are available on the exam portal.

Step Seven: Reflective practice

Process

This component aims to guide candidates through the process of reflective practice in order to provide them with observational and reflective skills to evaluate their own teaching practice. Reflective practice occurs through required and optional primary activities. Candidates must complete all of the required reflections, and at least two of the three optional activities. Short reflective essays will be required for each activity module. Essays should be submitted using the general reflective essay templates available in corresponding folders on the Reflective Practice module dashboard. Using the activities as avenues for personal and professional development, candidates should focus their essays on any area that they would like to address, including:

- Connecting the activity to Dance for Parkinson's practice
- Challenges or conflicts aroused by the activity
- Critical thinking and analysis about the activity
- Analyzing any new learning that the activity has stimulated
- Analyzing one's own strengths and weaknesses in relation to the reflective activity and one's own teaching practice

Required activities

1. Dance for Parkinson's class observation

Candidates shall observe, analyze and evaluate practice in two different Dance for Parkinson's programs other than one's own through site visits or online viewing.

2. Reflective, self-directed reading

Candidates shall select one reading from two of the four subject areas below. Candidates may suggest other appropriate and relevant readings to be done in lieu of the suggested list below. Instructions for submitting alternatives are available in the corresponding Reflective Practice folder on the online portal.

Dance History/Criticism	Scientific and patient perspectives	The Business and Practice of the Arts	Music
(choose one)	*(choose one)*	*(choose one)*	*(choose one)*
Time and the Dancing Image Deborah Jowitt. NY: William Morrow 1988	**Dancing with Parkinson's** Sara Houston. Chicago: Intellect Books/University of Chicago 2019	**Managing the Nonprofit Organization** Peter F. Drucker. New York: Icon 1990	**Musicophilia** Oliver W. Sacks. New York: Alfred A. Knopf 2007
No Fixed Points: Dance in the Twentieth Century Mary Reynolds and Malcolm McCormick. New Haven: Yale University Press 2003	**Brain Storms: The Race to Unlock the Mysteries of Parkinson's Disease** Jon Palfreman. New York: Scientific American/Farrar Straus and Giroux 2015.	**The Art of the Turnaround** Michael M. Kaiser. Hanover: University Press of New England 2008	**This is Your Brain on Music** Daniel J. Levitan. New York: Plume 2007
Dancing in the Streets: A History of Collective Joy Barbara Ehrenreich. NY, NY: Metropolitan Books 2006	**The Brain That Changes Itself** Norman Doidge. New York: Viking 2007	**Good to Great + Good to Great for Nonprofits (monograph)** James C. Collins. New York: Harper Business 2001	**The Classical Style** Charles Rosen. New York: W W Norton 1997
Dancers, Buildings, and People in the Streets Edwin Den. New York: Horizon Press 1965	**A User's Guide To The Brain** John J Rately. New York: Pantheon Books 2001	**The Rise of the Creative Class: And How It's Transforming Work, Leisure, Community and Everyday Life** Richard L. Florida. New York: Basic Books 2002	**The Joy of Music** Leonard Bernstein. New York: Amadeus Press 2004
Reading Dance Robert Gottleib New York: Pantheon 2008	**Awakenings** Oliver Sacks. New York: Vintage 1999	**Leading Roles: 50 Questions Every Arts Board Should Ask** Michael M. Kaiser. Hanover: University Press of New England 2010	**The Unanswered Question: Six Talks at Harvard** Leonard Bernstein. Cambridge: Harvard University Press 1981
Tools for Choreography and Creation **The Art of Making Dances** Doris Humphrey. Princeton: Princeton Book Company 1987	**Navigating Life with Parkinson's Disease** Sotirios Parashos, Rose Wichmann and Todd Mel. New York: Oxford Univ. Press 2013	**The Politics of Culture: Policy Perspectives for Individuals, Institutions, and Communities** Wallach et al. New York: New Press 2000	**Dance and Music: A Guide to Dance Accompaniment for Musicians and Dance Teachers** Harriet Cavalli. Gainesville: University Press of Florida 2001
The Intimate Act of Choreography Lynne Anne Blom and L. Tarin Chaplin. Pittsburgh: University of Pittsburgh 1982	**Spark: The Revolutionary New Science of Exercise and the Brain** John J Ratey. Little Brown and Company 2008	**Managing a Nonprofit Organization in the Twenty-First Century** Thomas Wolf. New York: Simon & Schuster 1999	
Dance as a Healing Art: Returning to Health with Movement and Imagery Anna Halprin. Mendocino: LifeRhythm 2000	**The Art of Changing the Brain: Enriching the Practice of Teaching Exploring the Biology of Learning** James E. Zull. Sterling, VA: Stylus Publishing 2002	**The Essential Drucker: The Best of Sixty Years of Peter Drucker's Essential Writings on Management** Peter F. Drucker. New York: Collins 2008	
Why We Dance: A Philosophy of Bodily Becoming Kimerer LaMothe. New York: Columbia University Press 2015.		**Arts, Inc.: How Greed and Neglect Have Destroyed Our Cultural Rights** Bill Ivey. Berkeley: University of California Press 2008	
Out Loud: A Memoir Mark Morris and Wesley Stace. New York: Penguin 2019.			

Optional activities (select 1 of 3)

1. Performance reflection
Candidates shall attend two live performances in a six-month period and write a response based on personal observations and opinions. Candidates should not write a review. If no live performance is available, candidates should select two dance films for viewing. Each film must be at least 30 minutes.

2. Taking class
Candidates will engage in and report on at least two dance classes in the style of their choice. The class must be a dance or somatics class (Alexander, Feldenkrais, Pilates). Yoga, Zumba, Martial Arts and fitness classes are not considered appropriate activities for this self-reflective module.

3. Musical selections
Candidates will select five pieces of music (each piece must be a minimum of 5 minutes) for close listening, reflection and analysis. Candidates are encouraged to choose music of different styles and genres and to analyze music they might use in their Dance for Parkinson's classes if they are utilizing recorded music.

Learning outcomes (dependent on individual choices and selections)
1: Assess professional skills and knowledge related to Dance for Parkinson's teaching practice
2: Understand the need for ongoing Continuing Professional Development to support improvement of professional skills and keep updated with best practice
3: Develop and manage projects and establish effective partnerships
4: Reflect awareness of good practice teaching practice
5: Evidence understanding of own capacity as a practitioner
6: Evidence comprehensive understanding of relevant literature and key texts in related fields
7: Evidence understanding of the range of teaching approaches within the Dance for Parkinson's field
8: Evidence reflective and critical thinking skills as part of engaged, thoughtful practice

Step Eight: Culminating live/virtual interview

Process
The certification process will culminate in an hour-long live or virtual session with two Dance for PD® approved assessors. During this session, the assessors may ask the candidate to:
1. Discuss potential class activities spontaneously (without preparation)
2. Modify or adapt any of those exercises as requested by the assessors
3. Discuss any remaining concerns, questions or areas of weakness with the assessors
4. Receive mentoring/coaching from the assessors

Assessment descriptor

Based on the candidate's performance, the certifier will either approve or postpone certification after this session. Candidates will receive notice of their status within four weeks of the interview.

Final grade

Pass: You will demonstrate an authoritative and engaging knowledge and understanding of autonomous dance learning and teaching with people with Parkinson's and their communities.

Fail: You will demonstrate limited knowledge and understanding of autonomous dance learning and teaching with people with Parkinson's and their communities.

Policies and guidelines

Timeframe & logistics

It is expected that the entire certification process will take eight to 12 months. The process must be completed within 15 months after the initial application is approved. Candidates who take longer than 15 months to complete their certification work must receive special written approval, and must resubmit a second application fee to continue. Coursework will be hosted on an online platform Schoology.com that houses readings, manages testing, allows for the download of templates and uploading of essays to a course dropbox. Candidates who have completed the course must review and sign the Certification Agreement in order for certification to be officially recognized and valid.

Fees

Certification has the following fees:

Application fee	$100 (non-refundable)
Assessment fee	$600 (50% refundable if candidate fails certification process)
Certification fee	$800 (payable when course is completed, prior to execution of agreement)
Total fee	**$1500**
+ Annual membership fee	$60 per year
+ Recertification fee	$25 every two years

Application fee is due upon approval of the application. Assessment fee must be paid before exams are taken. Payment plans for the certification fee may be available to those in need on a case-to-case basis. Please contact us for further information.

Recertification and Continuing Professional Development

Certified Teachers must recertify every two years to maintain their certification. Successful recertification requires:

1. adherence to all terms described in the Dance for PD Certification Agreement
2. review and evaluation of class attendance and feedback
3. maintenance of a paid annual membership, and
4. accumulation of at least 20 credits of continuing education every two-year cycle, with at least 10 of those credits being done through the Dance for PD program. Credits can roll over from year to year so long as 20 hours are completed every two years. A credit is equivalent to one hour of participation.

Credits are reported through the CPD Activity Log linked to the Dance for PD® certification page. To encourage a range of CPD activities, there are credit limits to specific activities. Approved activities with are listed below. Next to each activity is listed the maximum number of credits that a Certified Teacher can earn from a specific activity—for example, teachers can earn up to 5 credits for phone seminars, even if they participate in seven hours of seminars over two years.

Professional Development workshop presented by Dance for PD® or approved affiliate	20 credits
Dance for PD® CPD webinars	20 credits
Participation in an online CPD program that supports the development of your practice	15 credits
Writing an article for publication or producing a film in an arts-related area	5 credits
Participating in a specialist arts learning group (i.e. Arts for Health)	10 credits
Taking part in a mentoring program as a mentor or mentee	10 credits
Participation in dance performance as a performer, choreographer or producer	10 credits
Attending a performance or exhibition	5 credits
Approved dance workshop, intensive or non-Dance for PD® teacher training	10 credits
Attendance at a Parkinson's-related conference or symposium	10 credits
Completion of additional Dance for PD® self-reflective work	5 credits

Recertification will be initiated by MMDG, which will send a brief questionnaire, reporting form and link to Certified Teachers. A recertification processing fee of $25 will be required. For recertification, accurate attendance records of the past two years' worth of classes must be submitted upon request, and the candidate's students may be asked to complete a questionnaire about their experience in the class.

Benefits of certification
Certified teachers will be able to use the language: **Dance for PD® Certified Teacher** in any class descriptions or promotions. Certified teachers will receive prime billing on the website. For full terms, please review the Dance for PD® Certification Agreement.

Certification and licensing
In order for the class to be called Dance for PD**®**, the certified teacher will need to partner with an approved organization, venue or institution, information about which is submitted during the application process. The organization must review and execute a Dance for PD**®** Licensing Agreement,

and complete an annual licensing payment according to the following sliding scale based on the sponsoring organization's annual budget:

Budget $1 - $100,000	$125
Budget $101,000-$1 million	$250
Budget $1 million - $5 million	$500
Budget more than $5 million	$750

Licensing covers up to six locations. For more than six locations, an additional 25% is required.

Loss of certification

Certification may be revoked for any of these reasons:

1. Terms and guidelines of this agreement are breached
2. Continuing education credits are not completed
3. Membership is not paid
4. Trademark is improperly used (i.e. teacher moves to a different, non-approved organization and calls class Dance for PD®)
5. Anonymous renewal references are overwhelmingly negative
6. Fundamental content of class shifts from what is recorded on video or stated in lesson plan
7. Class attendance drops noticeably during the period of certification

More information about certification terms is available in the Dance for PD® Certification Agreement.