## Background:

The first few years of PK-12 teaching are critical for the development of dance educators and the PK-12 field alike. During this time, new dance educators encounter an array of responsibilities and issues related to teaching, curriculum writing, performance productions, and program establishment and administration. As new teacher evaluation systems emerge in numerous states across the nation, performing these responsibilities with proficiency is paramount to securing and then maintaining a contracted position and tenure, where applicable. This can cause new teachers to feel overwhelmed. Given that dance educators are frequently the only dance teacher in their school and/or district, they often lack the camaraderie and available mentorship from experienced dance educators that is commonly accessible to teachers in music, visual arts, literacy, or math, for example.

**As a mentor**, you will have the opportunity to further examine your process and beliefs and draw from your experience as an educator as you guide a newer dance teacher, significantly contributing to the sustainability of the PK-12 dance education field. If you work in a district with a qualified teacher evaluation system, your participation inN

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