



Education Guide 1.6

ECTA Education Program

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1.7				

Preface

This is release 1.6 of the ECTA Education Program Guidelines.

When you read through this Education Guide you will notice that some parts of the education program are still under development. Nevertheless, to gain experience as to how this program is going to work, we started with the ECTA Leader.

If there is any inconsistency between the German and English versions of the ECTA Education Guide then the English version is the valid edition.

Participation in the EEP is on a voluntary basis and it will not change your membership status within ECTA.

Please be aware that some details may still change!

Glossary

Terms and Definitions

To make things easier, the term “Leader” will be used instead of “Caller/ Cuer/ Instructor/ Prompter”.

Throughout this document the word ECTA Education Program will be abbreviated and referred to as EEP.

We only use the masculine form for Caller, Cuer, Instructor, Prompter and Leader. This is used only for simplification.

Abbreviations

ECTA	European Callers and Teachers Association
EEP	ECTA Education Program
CALLERLAB	International Association of Square Dance Callers / USA
ROUNDALAB (RAL)	International Association of Round Dance Leaders / USA
CONTRALAB	International Association of Contra Dance Leaders / USA
DBT	Deutscher Bundesverband Tanz e. V.

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1 Introduction

It is not possible to call/cue/instruct successfully without having a good, solid, fundamental knowledge in various skills such as in “technical” skills (Calling Methods, Reading Cue Sheets, Break Down Steps, etc.) as well as in “social” skills (Communication, Leadership, etc.).

The EEP provides the members of ECTA with the opportunity to obtain an overall good, solid, fundamental knowledge of their activity.

1.1 Purpose of the ECTA Education Program

The EEP is an offer to the members of ECTA so that they can extend their knowledge and improve their skills and abilities.

The EEP serves as a framework for bringing in new Leaders to our dance activity.

The EEP provides a norm. This is the first time that we have an educational framework for ALL Councils in ECTA. Up to now some Councils had none at all.

The EEP provides a basis for local and regional organizations to orientate and optimize their teachings on. With the lists of mandatory seminars not only ECTA members know what topics to learn, but also the course instructor of a seminar or of a school has a guideline of which topics to teach. With the Keyword lists for each seminar topic, all members and all instructors can be assured that the material is being covered optimally.

1.2 Scope

The EEP was developed to guide the education of the members of ECTA and to improve the quality of education offered to the members of ECTA.

The EEP intends to provide our members the opportunity to reach a status of accreditation within and beyond this association.

With the EEP we have a chance to work with other local / regional groups and European organizations that are providing training for dance instructors.

The EEP intends to provide members, who are teaching or working in organizations other than ECTA, the recognition that is required by these associations (e.g. sporting clubs).

1.3 Compliance with other organizations

EEP is a program of ECTA and is subject to the ECTA Constitution and Rules & Regulations.

ECTA is an affiliate member of the international umbrella organization CALLERLAB. The seminar topics that are listed in the EEP include the Curricula offered by this umbrella organization.

1.4 Policy Maintenance

This document is reviewed on a yearly basis. The review is conducted by the EEP Committee and approved by the ECTA Board.

This is to ensure that the document is in accordance with Point 1.3.

In special cases, this document may be reviewed at shorter intervals. This decision lies with the ECTA Board.

1.5 Policy Acceptance

The EEP was first introduced to the ECTA members at the ECTA Convention 2001 in Seevetal.

The EEP Committee held a short presentation of the Education Program at the General Membership Meeting in June 2001 in Dietzenbach. The 106 active members present voted in favor for the start of the ECTA Education Program. (100 votes in favor, 0 against and 6 abstentions)

1.6 Structure of the ECTA Education Program

The following diagram shows the different levels in the EEP. The broken line indicates the transition from one level to another.

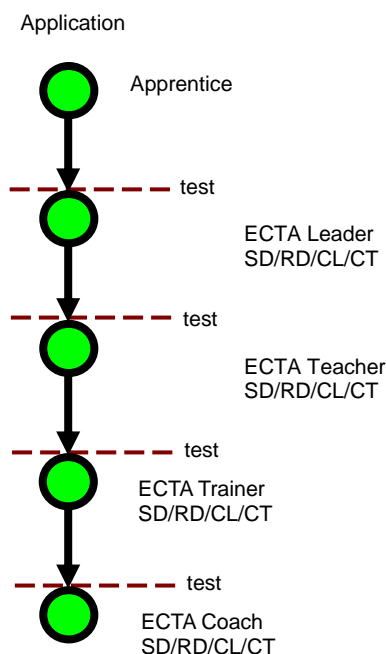


Figure 1: Structure of the ECTA Education Program

The EEP is open to all members of ECTA.

The program is divided into five educational levels. Each participant has to meet certain specified requirements before going on to the next level. Progression through the different levels of the EEP is at the participants own choosing. After successfully passing the examination, the applicant receives a certificate, confirming that he has attained the goals of that level. He is allowed to carry the appropriate shingle.

On application to the EEP, the participant will receive an EEP Qualification Book, where he can list the seminars he has attended and if necessary, he may get an EEP Education Guide. Both may be obtained from the EEP Manager or from ECTA website.

Each new ECTA member will receive an EEP Qualification booklet and with his ECTA Handbook a copy of these Guidelines. Copies can be found on the ECTA website.

1.7 Seminars

Any person who can offer something, that is interesting and relevant to ECTA, can hold seminars in any level of EEP. It definitely is not necessary to be a member of ECTA to offer a seminar.

The standard duration of an EEP seminar is either 45 or 90 minutes, any difference will be mentioned in the description.

Scheduled seminar duration counts for **one** language only.

Your seminar leader (or a representative assigned by the EEP Manager) must sign your EEP Qualification Book for the required seminars.

The organizer should register any EEP seminar to be held at his event. Starting 1st of October 2020 seminars can be registered on the ECTA website and will be published.

1.8 General

Every EEP-Participant is responsible for keeping his knowledge up to date.

The ECTA Education Program is a program belonging to ECTA e. V. No parts of this program are to be used by a third party without first obtaining the written expressed approval from ECTA.

Video and audio recordings of tests are forbidden.

1.9 References

CALLERLAB Caller Curriculum Guidelines
ROUNDALAB Curriculum for Teacher's Schools

2 The ECTA Education Program

Every ECTA member will automatically be registered for EEP, starting with 01.01.2015.

2.1 Level One: Apprentice

Level one is the entry level into the EEP. A beginner leader receives help and guidance through attending various seminars. The apprentice may also get personal help (Contact the EEP Manager for details).

The aim of this level is:

- To offer an easy access into the system
- To attract new leaders into our activity.

2.2 Level Two: ECTA Leader (SD), (RD), (CL), (CT)

Before an application to the level 2 test can be processed, the member has to fulfill the following requirements:

- Has attended a dance introduction to another dance form within ECTA (or brings certificate of graduation).
- Has been actively teaching and working in his field on a regular basis for at least one year.
- Knowledge of all mandatory seminar topics of chapter 3.1
- Attendance for all required seminar topics has to be proven by signature of the seminar leader in the EEP Qualification Book.
Required seminars are:
 - Ethics
 - Leadership
 - Dance activities in ECTA
- Before taking the test the EEP Qualification Book must be submitted to the EEP Manager at least six (6) weeks before the published date of the examination along with the application form.

The questions on the written test will be based on the mandatory topics listed in chapter 3.1.

Although not required it is recommended to attend a first aid course of at least 8 hours offered by an external organization (e.g. DRK, ASB, Malteser, Johanniter Unfallhilfe,...) already as part of the education of ECTA Leader.

2.3 Level Three: ECTA Teacher (SD), (RD), (CL), (CT)

Here the applicant works on practical improvements and on his theoretical knowledge to become a better teacher in order to educate the dancers.

Before an ECTA Leader places an application for the level 3 test, ECTA Teacher, the following requirements must be fulfilled:

- Has attended a dance introduction to all other dance forms within ECTA (or bring certificate of graduation).
- Confirm that the applicant has been working in his field on a regular basis for the last 3 years (confirmation on application form with dates and club names).
- Confirm that the applicant has been teaching on a regular basis¹ in the last 3 years (at any level), or has taught at least one class during those 3 years (confirmation on application form with dates and club names).
- Has to have attended a first aid course of at least 8 hours offered by an external organization (e.g. DRK, ASB, Malteser, Johanniter Unfallhilfe).
- Visited one dance form specific seminar from the seminar list of Leader of each of the dance forms within ECTA where they are not applying for (e.g. a SD Teacher would need one seminar from RD, one from CL and one from CT).
For seminar topics see guideline chapter 3.1.2 to chapter 3.1.5.

Examples:

SD: Programming (SD Specific), Smooth dancing / body flow, Timing 1
 RD: Cueing II, Music for Round Dancing
 CL: Beginner Seminar, Teaching 1 (Step breakdown),
 Programming (CL specific)
 CT: Formations in Contra Dancing, History, Music for Contra Dancing

- Has successfully held a sample lesson (see 5.1) supported and judged by a mentor (see 5.1.C)
- Regular duration to be prepared for the teacher test is 3 years.

Before taking the test the EEP Qualification Book and the written results of the sample lesson must be submitted to the EEP Manager at least six (6) weeks before the published date of the examination along with the application form.

The applicant must pass a written and practical examination. The questions on the written test will be based on the mandatory seminars listed in Chapter 3.2.

It is suggested that the seminars for ECTA Teacher be held in English only (if not, at least the handout has to be in English).

¹ For example: Workshops on a regular basis during Round Dance/Clogging or Contra club night.

2.4 Level Four: ECTA Trainer (SD), (RD), (CL), (CT)

Aim of the ECTA Trainer is to educate ECTA members and work as a mentor in his own branch.

In order to become an ECTA Trainer the applicant is not only required to have attended seminars, but also has to give seminars. These seminars may be held on topics chosen by himself from the seminar lists in the EEP Guidelines.

Before an application to level 4 test can be processed the ECTA Teacher must have fulfilled the following requirements:

- Show proof that the applicant has been actively teaching and working in his field on a regular basis.
- Has conducted a workshop at an ECTA event.
- Has held a minimum of five (5) different EEP Seminars. Two of these seminars must be of interest to all activities (General topic) and will be given in the presence of an ECTA coach (list EEP manager) who will provide feedback. These should be recorded in the Qualification Book.
- Before taking the test the EEP Qualification Book must be submitted to the EEP Manager at least six (6) weeks before the published date of the examination along with the application form.
- Regular duration to be prepared for the trainer test is 2 years.

The applicant must pass a written examination. The questions on the written test will be based on the mandatory seminars listed in Chapter 3.3

2.5 Level Five: ECTA Coach (SD), (RD), (CL), (CT) (Under development)

Aim of the ECTA Coach is to educate ECTA members on a regular basis. A Coach may be chosen as a mentor only in his own branch (see Ch. 5.1).

An ECTA member, who is CALLERLAB Accredited Caller Coach, will automatically receive the ECTA Coach status.

Before an application to level 5 test can be processed, the ECTA Trainer must have fulfilled the following requirements:

- Has conducted the full set of mandatory seminars (see Ch. 2.5.1) in the last seven years.
- Has been a mentor for at least one mentee (see Ch. 5.1).
- Has actively participated in a mic time with critique in all other branches.
- Has recorded all seminars held in his EEP Qualification Book.
- Before taking the test the EEP Qualification Book must be submitted to the EEP Manager at least six (6) weeks before the published date of the examination along with the application form.
- Regular duration to be prepared for the coach test is 3 years.

The applicant must pass a written, practical and oral examination given by two ECTA Coaches. One ECTA Coach may be of his own choosing.

2.5.1 Seminar themes to be held

UNDER DEVELOPEMENT

2.6 Exceptions for new ECTA members coming from other leader organizations

New ECTA members coming from other leader organizations may ask for exceptions regarding the time limitations. Such exceptions will be decided on by the ECTA Board.

3 Seminar Topics (EEP Curriculum)

3.1 Mandatory seminar topics for ECTA Leader (Level Two)

Seminars of general interest (SD, RD, CL, CT)

- Leadership (attendance required)
- Ethics (attendance required)
- Dance activities in ECTA (attendance required) 90 min seminar
- Emergency Situations for Leaders in Dancing
- Teaching methods theory
- Voice / Delivery
- Working with the microphone
- Programming (General)
- Sound / Equipment (Basics)
- Self-improvement Techniques
- English for Leaders (attendance required if test will be taken not in English)

SD specific

- Mechanics of choreography 1
- Methods of choreographic management 1
- Smooth dancing / Body flow 1
- Timing 1
- Music 1 (SD specific)
- Programming 1 (SD specific)
- Calling practice with critique

RD specific

- Cueing II (Cb)
- Music for Round Dancing
- Programming (RD specific)
- Planning a beginner Class
- Cueing practice with critique

CL specific

- Cue sheets 1
- Teaching 1 (step breakdown)
- Programming (CL specific)
- Cueing practice with critique

CT specific

- Formations in Contra Dancing
- Music for Contra Dancing / Music for Traditional Squares
- Contra specific dance movements / Traditional Square movements
- History
- Reading dance descriptions
- Basics of Contra Calling: Rhythm - Timing - Phrasing
- Setting up a Contra
- Calling practice with critique

3.2 Mandatory topics for ECTA Teacher (Level Three)

Seminars of general interest (SD, RD, CL, CT)

- Business side of Calling/Cueing/Instructing
- Child Protection Laws
- Communications
- Dance Parties
- Equipment (Advanced)
- Giving and Receiving Feedback
- History, Heritage and Tradition
- Master of Ceremony
- Miscellaneous Organizations
- Music
- Music Ethics
- Preparing for a new class, Open House
- Promotion
- Showmanship
- Theory of sample lesson (Preparation for demonstration lesson)
- What to call/cue/ ... when invited to do a tip as a guest leader
- Working together with leaders from other dance forms

Sample Lesson

The examinee prepares practice lessons on his own (a written concept is required), reflects these lessons (judging concept and translation) and receives feedback from a mentor of his choice (see Appendix 5.1 “Mentoring Program for Sample Lesson (ECTA Teacher)”).

Prerequisite: Seminars

- Giving and Receiving Feedback
- Theory of sample lesson

SD specific

- Mechanics of choreography 2
- Methods of choreographic management 2
- Smooth dancing / Body flow 2
- Timing 2
- Music 2 (SD specific)
- Programming 2 (SD specific)
- Singing call techniques
- Teaching methods: practice examples (SD specific)
- Conduct sample lesson with mentor, see Appendix 5.1 “Mentoring Program for Sample Lesson (ECTA Teacher)”
- Helper words in calling

RD specific

- Cueing III
- Cueing IV
- Footwork
- Dance Technique/Body Mechanics (for commonly used rhythms)
- Reading full cue sheet
- Lead & follow
- Teaching methods: practical examples fitted to attending audience; e.g. children, seniors (RD specific)
- RD teacher's partner
- Conduct sample lesson with mentor, see Appendix 5.1 "Mentoring Program for Sample Lesson (ECTA Teacher)"
- Planning a new Class (Intermediate)

CL specific

- Cue sheets 2
- Teaching 2 (CL specific)
- Teaching methods: practical examples (CL specific)
- Writing choreographies, selecting music
- Different kinds of percussion dance (Irish, Buck, Flatfoot, Canadian...)
- Participating in a workshop
- Conduct a workshop with feedback at any special Dance/ ECTA event (min. 60 min)
- Formation
- Warm-up / cool-down
- Conduct sample lesson with mentor, see Appendix 5.1 "Mentoring Program for Sample Lesson (ECTA Teacher)"

CT specific

- Teaching methods: practical examples (CT specific)
- Recognizing difficulties
- Module calling for Traditional Squares
- Contrasts in waltz tempo
- Conduct sample lesson with mentor, see Appendix 5.1 "Mentoring Program for Sample Lesson (ECTA Teacher)"

3.3 Mandatory topics for ECTA Trainer (Level Four)

Seminars of general interest (SD, RD, CL, CT)

- Basics of Calling
- Basics of Cueing
- Basics of Instructing
- Basics of Contra Calling
- Using contra and mixers for dance parties and class
- Mentoring leaders
- Planning and organizing a dance event
- Setting up sound for big specials
- Preparing seminar presentations
- How to conduct a seminar
- Rhetoric (2x 90 min)
- Time management
- Stress management (2x 90 min)
- Conflict management / mediation (2x 90 min)
- Pedagogy
- Social Networks
- Socializing in clubs/organizations

SD specific

- Showmanship (SD specific)
- Contra Dance and Square Dance: similarities and differences
- Software for Callers

RD specific

- Showmanship (RD specific)
- Education plan for new Cuers
- Dance Technique/Body Mechanics (for more rhythms)
- History (RD specific)
- Writing a dance (incl. full cue sheet)
- Conduct a workshop with feedback at any special Dance/ ECTA event (min. 60 min)
- Recording a cued version for a workshop

CL specific

- Appalachian running sets I (Basic knowledge, Figures)
- Appalachian running sets II (How to cue)
- How to teach other styles A (Buck)
- How to teach other styles B (Canadian)
- How to teach other styles C (Flatfoot)
- How to teach other styles D (Waltz Clogging)
- How to teach other styles E (Irish Hardshoe / Reel)
- European History CL specific
- Freestyle (Rise & Shine)
- Turns
- Couple Dance / Duett
- Making choreo more interesting

CT specific

- Writing your own contra
- Contra Dance and Square Dance: similarities and differences
- Conduct a workshop with feedback at any special Dance/ ECTA event (min. 60 min) discuss in council nov 2019

3.4 Mandatory topics for ECTA Coach (Level Five)

Seminars of general interest (SD, RD, CL, CT)

- Leadership
- Ethics
- Emergency Situations for Leaders in Dancing
- Teaching methods theory
- Voice / Delivery1
- Working with the microphone1
- Programming (General) 1
- Sound / Equipment (Basics) 1
- Self-improvement Techniques1
- Child Protection Laws
- Communications
- Dance Parties
- Giving and Receiving Feedback
- History, Heritage and Tradition
- Master of Ceremony
- Music
- Showmanship
- Theory of sample lesson (Preparation for demonstration lesson)
- What to call/cue/ ... when invited to do a tip as a guest leader
- Working together with leaders from other dance forms
- Mentoring leaders
- Planning and organizing a dance event
- Preparing seminar presentations
- How to conduct a seminar
- Conflict management / mediation (2x 90 min)
- Pedagogy
- Leader's partner
- ECTA basic knowledge

SD specific

- Mechanics of choreography 1&2
- Methods of choreographic management 1&2
- Smooth dancing / Body flow 1&2
- Timing 1&2
- Music 1&2 (SD specific)
- Programming 1&2 (SD specific)
- Critiquing Calling Practice
- Singing call techniques
- Showmanship (SD specific)

RD specific

- Cueing II (Cb)1
- Music for Round Dancing1
- Programming (RD specific) 1
- Planning a beginner Class1
- Cueing III
- Cueing IV
- Footwork

- Dance Technique/Body Mechanics (for commonly used rhythms)
- Reading full cue sheet
- Lead & follow
- Teaching methods: practical examples fitted to attending audience; e.g. children, seniors (RD specific)
- RD teacher's partner
- Planning a new Class (Intermediate)
- Showmanship (RD specific)
- Education plan for new Cuers
- Dance Technique/Body Mechanics (for more rhythms)
- History (RD specific)
- Writing a dance (incl. full cue sheet)
- Recording a cued version for a workshop
- Writing a dance (higher level, incl. full cue sheet)

CL specific

- Cue sheets 1&2
- Teaching 1 (step breakdown)
- Programming 1(CL specific)
- Teaching 2 (CL specific)
- Writing choreographies, selecting music
- Different kinds of percussion dance (Irish, Buck, Flatfoot, Canadian...)
- Formation
- Warm-up / cool-down
- Appalachian running sets I (Basic knowledge, Figures)
- Appalachian running sets II (How to cue)
- How to teach other styles A (Buck)
- How to teach other styles B (Canadian)
- How to teach other styles C (Flatfoot)
- How to teach other styles D (Walz Clogging)
- How to teach other styles E (Irish Hardshoe / Reel)
- European History CL specific
- Freestyle (Rise & Shine)
- Turns
- Couple Dance / Duett
- Making choreo more interesting
- Step Styling

CT specific

- Formations in Contra Dancing
- Music for Contra Dancing / Music for Traditional Squares
- Contra specific dance movements / Traditional Square movements
- History
- Reading dance descriptions
- Basics of Contra Calling: Rhythm - Timing - Phrasing
- Setting up a Contra
- Teaching methods: practical examples (CT specific)
- Recognizing difficulties
- Module calling for Traditional Squares
- Contras in waltz tempo
- Writing your own contra
- Contra Dance and Square Dance: similarities and differences

3.5 Optional seminar topics

Seminars of general interest (SD, RD, CL, CT)

- Mechanics of Contra Dance
- Leader's partner
- ECTA basic knowledge

SD specific

- Square Dance in schools
- Choreographic management: CRaMS
- Choreographic management: Activator Stream
- Choreographic management: Mental Image

RD specific

- Rounds with contras between
- Writing a dance (higher level, incl. full cue sheet)

CL specific

- Music for Clogging
- Lifts & Stunts
- Step Styling
- Show Dancing Organization
-

CT specific

- Historic music for Contra
- Chestnuts

4 Roles and Responsibilities

4.1 Who may hold Seminars?

Any person who can offer something, that is interesting and relevant to ECTA, can hold seminars in any level of the EEP. It definitely is not necessary to be an ECTA Coach or a member of ECTA to offer a seminar.

4.2 Who controls the quality of the seminars?

Neither ECTA nor the EEP Committee, but the participants of a seminar control the quality of the seminars. They may fill out and send in a seminar evaluation sheet to the seminar leader, the respective EEP chair people or EEP Manager.

4.3 Regulations for examinations

Written test consists of two parts: All branches (general) & branch specific. Both need to be passed independently.

In case one part has not been successfully passed, it may be repeated separately.

When a test has been failed twice, the next test can be taken after a period of minimum one year.

If an examination is passed successfully the next level examination can be applied for in the following year.

4.4 What does the examination look like for ECTA Leader (EEP level 2)?

For Level Two, there is a written examination.

Details for written examination:

- a) The applicant will get 50 questions out of a catalog of 500 possible questions.
 - b) 33 questions general, 17 questions branch specific
 - c) The questions will be multiple choice.
 - d) The time for this theoretical test is limited to 40 minutes. This means, the applicant is required to know the material very well.
 - e) As long as there is someone who can do the translations, the test can be done in different languages.
 - f) If the applicant wants the test in a language other than English, he/she has to visit a seminar "English for Leaders". Otherwise this seminar is not required.
- A sample test (not the answers) will be available from ECTA Library in printed form.
 - A sample test will be published on the ECTA Website in the member area.
 - Both will consist of 10 – 12 test questions.

4.5 What does the examination look like for ECTA Teacher (EEP level 3)?

For Level Three, there will be a written and a practical examination.

The practical examination:

- This test can be taken at the ECTA Convention only.

Details for practical examination:

Duration: about 30 minutes

- a) One task with 15 minutes preparation time (not included in the test time), working on details and definitions of the figures
- b) Teach a specific figure/movement in its context (see branch specific regulations Ch 0)
- c) Using this figure in a good dance flow
- d) Microphone time (to be defined by each council)
- e) Test will have a result of passed or failed only (no marks)
- f) Feedback will be given by the test committee

The test committee conducting the practical examination will consist of 3 teachers (transition period to be defined by each council separately, if necessary)

Details for written examination:

- a) The applicant for ECTA Teacher will get 70 questions out of a catalog of 500 possible questions
- b) 40 questions general, 30 questions branch specific
- c) The questions will be multiple choice
- d) The time for this theoretical test is limited to 40 minutes. This means, the applicant is required to know the material very well

4.6 What does the examination look like for ECTA Trainer (EEP level 4)?

- a) The applicant for ECTA Trainer will get 100 questions out of a catalog of 500 possible questions
- b) 50 questions general, 50 questions branch specific
- c) The questions will be multiple choice
- d) The time for this theoretical test is limited to 60 minutes. This means, the applicant is required to know the material very well

4.7 What does the examination look like for ECTA Coach (EEP level 5)?

Details for written examination:

- a) The applicant for ECTA Coach will get 120 questions out of a catalog of 500 possible questions
- b) The questions will be a random mix of general and branch specific topics.
- c) The questions will be multiple choice
- d) The time for this theoretical test is limited to 60 minutes. This means, the applicant is required to know the material very well

Details for practical examination:

- a) The applicant for the ECTA Coach has to give feedback to a seminar leader.

b) Presenting a seminar

The applicant has to hold a seminar that is chosen out of 10 general topics. These seminars will be known in advance. The seminar is chosen 30 minutes before it has to be held. The seminar may be held in English.

Details for oral examination:

The test for Level 5 is still under development.

4.8 Who prepares and modifies the catalog of test questions?

SD-Council

In the Square Dance Council, the members of the EEP SD Committee are doing the initial preparation. The ECTA Coaches SD will review the submitted test questions.

RD-Council

In the Round Dance Council, all RD Leaders have been asked to submit test questions. A competent recognized Leader of this Council will review the test questions.

CL-Council

In the Clogging Council, all CL Leaders have been asked to submit test questions. A competent recognized Leader of this Council will review the test questions.

CT-Council

In the Contra/Traditional Council, all CT Leaders have been asked to submit test questions. A competent recognized Leader of this Council will review the test questions.

4.9 Who decides over the examination results, signs and hands out the diplomas?

To pass a written examination, a fixed percentage of correct answers is required. The EEP Committee evaluates the tests and checks the reached percentage of the correct answers. A Test Committee identified by the individual councils decides whether a practical examination for level 3 or above is successfully passed.

For all passed ECTA Tests the ECTA President signs a diploma and hands it over in public.

5 Appendix

5.1 Mentoring Program for Sample Lesson (ECTA Teacher)

A. Course:

The different sample lesson units are to be worked out in written form. The written concept will be sent to the mentor before the respective lesson is held to receive a first feedback; also a written reflection after the lesson is to be sent to the mentor who will give feedback to this, too. The mentor's personal attendance is required at of one prepared lesson units (see section B below). The mentor confirms the applicant's successful participation in the sample lesson program by signing the Qualification Book.

Time frame for the sample lesson program: typically one year

If the mentor is convinced that either the applicant's written concept or the lesson the mentor participated does not fulfill the quality required by ECTA, another ECTA leader with the qualification to be an EEP lesson plan mentor is to be consulted. The mentor shall also give the applicant the chance to improve his results by either letting him hand in a new written concept or by attending another lesson unit. The mentor shall support the applicant during this additional work.

B. Types of lesson units to be reflected:

It is suggested that the units are conducted in the following sequence:

1. Single Workshop
2. Club Night
3. Project

1. Single Workshop

A single workshop may include, as example, any of the following:

- a) a figure
- b) a transition
- c) a formation
- d) a step

Description of the general circumstances: short personal introduction, introduction of the club, description of the group structure and the room.

Preparation of the Workshop: judging the difficult spots and consideration of how to solve them and to easily teach them to the dancer, approximate time planning.

Requirements for planning the Workshop – consider the following for the preparation:

- a) situation in the club, the group
- b) actual knowledge of the participants
- c) what is the aim of the lesson
- d) dividing the general aim of the lesson into single practice steps

Personal reflection of the workshop and exchange with the mentor.

Intent:

- Were the expected difficult spots really the trouble spots for the dancers, or did unexpected problems occur?
- What would be kept, what would be changed for the next time this lesson was to be held?

2. Club Night

Short judging, whether changes to point 1 happened.

Planning of a club night with its temporal course (e.g. warm up, repetition, main phase, workshop, cool down phase) and a detailed workout of all phases

Requirements for planning the club night – consider the following for the preparation:

- a) situation in the club, the group
- b) describe essential thoughts about the course of the training night
- c) representation of the complete night with an hour plan

Personal reflection of the club night and exchange with the mentor.

3. Project – a set of practice lessons

Describe the idea of the project.

This can be: conducting a class, practicing certain figures or movements (e.g. SD – left hand or reverse concept, RD – a new rhythm or practicing a special dance, CL - shuffle movements, buck dancing, arm movements, formation choreography), preparation of an exhibition, integration of certain dancers / dancer groups.

Full planning for multiple lessons, workout of a more detailed planning for 2 to 4 lessons (club nights).

Requirements for planning the multiple lesson project – consider the following for the preparation:

- a) What is the educational aim
- b) What qualification do the dancers have, what knowledge is to be transferred
- c) Division of the learning contents to the single nights
- d) Tabular planning of the details for each training night

Personal reflection of the project and exchange with the mentor.

C. Who can be mentor?

Anyone, who has reached the level “ECTA Teacher”.

Transition rule until 5 ECTA Teachers in a branch are certified:

The Councils have named temporary mentors for their respective branch. These temporary mentors have to fulfill the following requirements:

- a) EEP participant with at least 5 years teaching experience
- b) Participation in the seminars “Theory for sample lesson” and “Giving and receiving Feedback”

Guidelines practical tests EEP teacher

SD:

General conditions/task:

- Semi-public test any ECTA Leader may attend.

The test committee will set up a square from attending leaders who dance the Mainstream program. In the examination committee only one out of the three examiners may be mentor of the candidate.

- During the 15 minutes preparation time, the candidate has to work out a detailed teaching unit for a figure. The candidate has to teach a figure or a formation in context. The figure or formation will be picked from a pile of face down cards which contains the current Basic & Mainstream program.

The candidate must show:

- start and end formation
- movement of the figure
- handhold, styling
- special features
- the movement with a good body flow

Only the chosen figure or formation must be taught, all other figures or formations are regarded as known.

The actual CALLERLAB definitions will be available (version of the application date).

- Mic time (max. 20 minutes patter followed by a singing call).
- The result is either passed or failed (no marks).
- Feedback will be given by the test committee.
- It is not allowed to make any audio and/or video recordings of the test.

General Expectations of the Candidate:

He/she should:

- be able to use a microphone.
- be able to use the equipment or find someone in good time to instruct him/her how to use it.
- introduce him/herself (in English or even better in two languages).
- welcome the dancers.
- check from time to time if the dancers can follow the instructions.
- motivate the dancers by speaking and explaining in a friendly, positive way.
- thank the dancers at the end.
- be aware of his/her role as a leader.

According to the ECTA regulations the following skills will be tested:

To pass the test, a minimum of 7 points is required.

Category	Correct	Not Correct	Points
Pronunciation and name of the figure / formation			1
Teaching starting and ending formation			1
Teaching the figure/formation			1
Teaching special features / styling / handhold			1
Taught in a way that everybody could dance the figure			1
Used figure in a good body flow			1
Resolved correctly minimum 3x in a patter			1
Used selected figure / formation in a singing call			1
Tempo of the music is danceable			1
Handling PA system / sound			1

5.1.1.1 Test Committee

The test committee will consist of three ECTA Teachers (SD) and assess the candidate based on the checklist above.

For a transitional time until five leaders have passed the ECTA Teacher Level (SD), the test committee consists of examiners determined by the ECTA Square Dance Council.

5.1.1.2 Time Frame

Duration: 45 min.

Duration	Task
15 minutes Preparation time	The candidate has to work out a detailed teaching unit for the figure or formation. The candidate has to teach a figure or a formation in context. The candidate must show: <ul style="list-style-type: none"> - starting and ending formation - movement of the figure - handhold, styling - special features
max. 20 minutes	Patter including teaching and dancing
5 minutes	Singing call including the taught figure or formation

RD:

CL:

General conditions/task:

- Semi-public test: any ECTA Leader may attend.
- The candidate has to be prepared to have dancers of different levels dancing to him/her.
- In general, the dancers can dance the steps from the ECTA Intermediate List. However, the instructor has to see for himself/herself what level the dancers actually have.
- During the 15 minutes preparation time, the candidate has to convert a step/step combination from an uncommon step description into the ECTA Standard step description. Furthermore, the candidate has to develop a short practice sequence, which is used to teach the step together with ECTA steps and have it danced to cues with pattern music.
Besides, the applicant needs to explain what points have to be taken into consideration when teaching the step and what way is the easiest way to teach it.
- Replace in a predefined part of a choreo from the ECTA Repertoire a step by another step, either by a simpler step (= downgrading) or a new step to be learned (= upgrading) of a predefined level. The applicant needs to explain why he/she chose the respective step for replacement.
- Cue a song out of one's own repertoire (minimum Intermediate Level). The cue sheet has to be provided to the test committee at the beginning of the test.
- It is not allowed to make any audio and/or video recordings of the test.

General Expectations of the Candidate:

He/she should:

- be able to use a microphone.
- be able to use the equipment or find someone in good time to instruct him/her how to use it.
- introduce him/herself (always speak English or even better in two languages).
- welcome the dancers.
- check from time to time if the dancers can follow the instructions.
- motivate the dancers by speaking and explaining in a friendly, positive way.
- thank the dancers at the end.
- be aware of his/her role as a leader.

According to the ECTA regulations the following skills will be tested:

Cueing

- Be able to cue a choreography by heart (English cues and English explanations)
- Check sound and speed: check, if the volume of voice and music is appropriate for the situation (number of dancers, room or hall, music equipment)
- Give cues in time and clearly (number of steps/step combinations, step name and, if applicable, direction of movement, turns, free foot after difficult step combinations, clear starting signal, checking with the dancers if voice is loud enough).
- Know and use the ECTA terminology for step combinations (e.g. Chain = Push off).

Teaching

- Convert the predefined step/step combination correctly into ECTA step description, present the conversion to the test committee incl. the practice sequence (ECTA Step List may be used as a resource)
- Show the steps correctly, slowly and clearly (the test committee will compare with the step(s) to be taught. Any deviations have to be explained). Pay attention to one's own dancing such as slides, heels, buck steps), explanation and demonstration have to match.
- Explain the steps correctly (corresponding to cue sheet), use ECTA terminology.
- Split difficult step combinations in individual steps where it makes sense (if possible pursuant to ECTA Basic Program)
- Refer to known steps (if possible) and include them in your teaching, e.g. as preliminary practice.
- Check success of learning process (e.g. by watching, dancing mirror image, check when turning, asking for any problems; moment to start practicing to the music).
- Explain timing of the steps if necessary.
- Indicate any steps to the test committee, which could be practiced as a preparation beforehand (such as Fancy Double before Fancy Run).
- When you do the upgrade or downgrade part for a step, please explain why the respective step was chosen as a replacement. The following points need to be taken into account: correct number of beats, the step fits to the music, appropriate foot is free after the step was danced, required level is correct.

5.1.1.3 Test Committee

The test committee will consist of three ECTA Teacher Level (CL) and assess the candidate based on the checklist below. Only one of the three of the examiners may be mentor of the candidate.

For a transitional time until five leaders have passed the ECTA Teacher Level (CL), the test committee consists of examiners determined by the ECTA Clogging Council (see minutes of the ECTA Clogging Council Meeting of 01.07.2017).

Once the candidate has completed the practice test, the test committee will explain its assessment to the candidate.

5.1.1.4 Time Frame

Duration: 35 min.

Duration	Task
15 minutes Preparation time	Conversion of an uncommon step description (1 or 2 steps) to an ECTA Standard step description, develop a short sequence for these steps together with ECTA steps.
10 minutes	Present the converted steps from item 1 in the ECTA format, teach the steps, cue the choreographed sequence to patter music.
5 minutes	Upgrade or downgrade a step from a predefined part of a choreography, short explanation why the respective step was chosen.
5 minutes	Cue a song, at least of Intermediate Level

Practice Test for ECTA Teacher (CL)

1.4.1

Cueing Skills

- Knows the routine / Kennt die Choreographie
- Volume of voice is appropriate for music /
Die Lautstärke der Stimme ist der Musik angepasst
- Cues can be understood / Cues können verstanden werden
- Cues are given on time / Cues werden rechtzeitig angesagt

Total: ----- (minimum score / Mindestpunktzahl: 12)

1.4.2

Teaching Skills

- Can convert steps correctly into ECTA terminology /
Kann Schritte richtig in ECTA Schreibweise umwandeln
- Can produce a useful exercise sequence for the converted step /
Kann eine sinnvolle Übungssequenz für den umgewandelten Schritt erstellen
- Can demonstrate steps correctly / Kann Schritte richtig zeigen
- Explains steps correctly (Is able to break the step down and dance it slowly) /
Erklärt die Schritte richtig (kann die Schritte zerlegen und langsam zeigen)
- Checks if the dancers can follow the given instruction /
Kontrolliert, ob die Tänzer den Anweisungen folgen können
- Explains the timing of a step if necessary /
Erklärt das Timing eines Schrittes, falls notwendig
- Up- or downgrade of a step is correct /
Up- oder downgrade eines Schrittes ist richtig

Total: ----- (minimum score / Mindestpunktzahl: 24)

How to score: On each item above score either 1, 2, 3, 4 or 5

Bewertung: Jeder Aspekt wird einzeln mit 1, 2, 3, 4 oder 5 bewertet.

- 5 = Excellent (everything is perfect, no mistakes) / (alles ist perfekt, keine Fehler)
- 4 = Good (a few minor mistakes) / (einige wenige Fehler)
- 3 = Average (needs work but can be danced to, has done just the minimum required) /
(muss noch besser werden, aber es kann dazu getanzt werden, hat gerade das Minimum der Anforderungen erfüllt)
- 2 = Unsatisfactory (has not learned item well enough) /
(hat sich nicht gut genug vorbereitet)
- 1 = Poor (needs a lot of work) / (muss noch viel dazulernen)

CT:

5.2 Schools / Seminars

www.ecta.de

5.3 Coaches

EEP-Manager

www.callerlab.org

www.roundalab.org