

**A+ GOES TO COLLEGE:
PREPARING PRE-
SERVICE TEACHERS FOR
TWO-WAY INTEGRATION**

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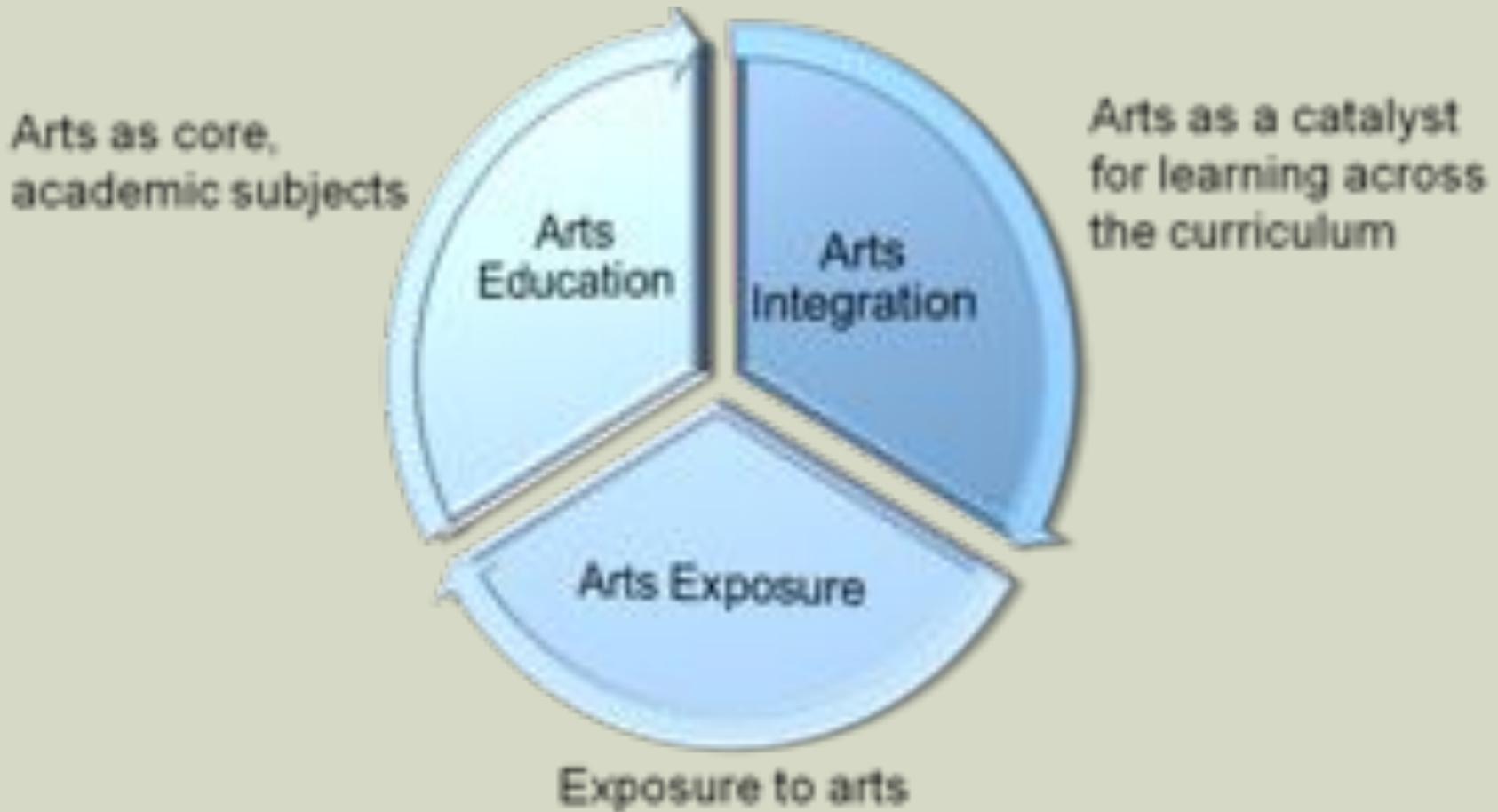
POLICY AND LEGISLATION

■ Acts to Implement Various Education Reforms

- Basic Education Program, 1985
- Teacher Education Specialty Standards, 2009
- Senate Bill 66
- Senate Bill 724
- House Bill 758
- NC Teacher Education Standards

Read more at www.aplus.ncdpi.wikispaces.net

SENATE BILL 66: DEFINING COMPREHENSIVE ARTS EDUCATION



S724: AN ACT TO IMPLEMENT VARIOUS EDUCATIONAL REFORMS (2012)

- **Requires pre-service elementary teachers and lateral entry teachers are prepared to “integrate arts education across the curriculum,” as part of this wide-scale Act to Improve Public Education.**



TEACHER EDUCATION STANDARDS

- **III. Teachers Know the Content They Teach**
 - Teachers know the content appropriate to their teaching specialty.
 - Know subject beyond the content they teach
 - Direct students' curiosity into an interest in learning.
 - Teachers recognize the interconnectedness of content areas disciplines.

- **IV. Teachers Facilitate Learning for Their Students**
 - Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
 - Teachers use a variety of instructional methods.
 - Teachers use a variety of methods to assess what each student has learned.

NC TEACHER EXPECTATIONS SPECIALTY STANDARDS (2009)

- **Standard 6: Elementary grades teacher candidates integrate art throughout the curriculum (The Arts).**
- **Learning Tasks demonstrating:**
 - a general knowledge of the fundamentals of music, dance, theatre, and/or visual arts.
 - the ability to create interdisciplinary lessons/units



TWO-WAY CURRICULUM INTEGRATION

- Perspectives of pre-service teachers in:
 - General Classroom Education
 - Arts Education Areas



BEST PRACTICES

■ A Partial List:

- Knowledge of Content Standards in Multiple Areas
- Emphasize Process Over Product
- Include Formative Assessment
- Universal Design for Learning
- Encourage Collaboration
- Integrate with Integrity

DISCUSSION POINTS

- Each of the arts needs to exist in each other's classes
- At the university / college level, it is important to discover and emphasize natural connections
- Student teacher experiences in arts integration are often dependent on their supervisor's comfort level with the arts
- At the secondary level, it is important to look for deeper understandings, perhaps by using fewer but more complex projects, emphasizing process over product
- Principals need to hear from college / university supervisors about the expectations for interns to have integrated arts experiences

