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

- Arts as core, academic subjects
- Arts Education
- Arts Integration
- Arts Exposure
- Exposure to arts
- Arts as a catalyst for learning across the curriculum
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.
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.
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