

Teacher Education and Arts Education Within the CSU and UC Systems- A Survey of the Current Landscape, 2018



Prepared for

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BACKGROUND

In 2015 the California Commission on Teacher Credentialing (CTC) released new Credential Program Standards for all accredited institutions offering teaching credentials.¹ These standards went into effect for all candidates² entering a program after September 1, 2017, which means that all teaching credential programs are now under the new standards.³ The CTC accredits and evaluates all Teacher Credential programs in the state.⁴

The standards, which are based on the Ed Code, require that teacher education programs teach the California subject matter Standards to candidates. This means that candidates must be taught the visual and performing arts standards if they are pursuing a multiple subject credential (along with English Language Arts, Math, Science, Social Studies and PE) and they must be taught their specific content area standards if they are pursuing a single subject credential.

In addition to ensuring that preservice teachers can teach the state content standards there are 6 additional standards, called Teacher Performance Expectations (TPEs) that must be covered in a credential program. These are: 1: Engaging and Supporting All Students in Learning; 2: Creating and Maintaining Effective Environments for Student Learning; 3: Understanding and Organizing Subject Matter for Student Learning; 4: Planning Instruction and Designing Learning Experiences for All Students; 5: Assessing Student Learning; and 6: Developing as a Professional Educator. Each TPE has six to eight elements which provide specific requirements, two of which are important to this report. They are:

TPE 1: Engaging and Supporting All Students in Learning

Element 7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Element 3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

Beginning multiple subject teachers are therefore expected to be able to teach the visual and performing arts AND use them as pedagogical tools.

A full explanation of the teaching program standards as relates to the arts is in Appendix 1.

¹ In addition to public and private colleges and universities, some County Offices offer credential programs.

² Using CTC nomenclature, “candidates” refers to people enrolled in credential programs and “students” refer to pk-16.

³ All quotes are from Preliminary Multiple and Single Subject Credential Program Standards https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2

⁴ The CTC also oversees credentials in educational administration, counseling, speech pathology, etc. As an accreditor the CTC has the legal power to close programs.

STRUCTURE OF TEACHER EDUCATION IN CALIFORNIA

California has some of the most rigorous credentialing requirements in the nation. Until very recently, individuals seeking a credential had to possess a bachelor's degree prior to entering a teacher education program. This is often referred to as being a "5th year state," meaning it takes five years including post baccalaureate coursework to obtain a credential. Applicants to teacher credential programs also have to demonstrate basic language arts and math skills, usually by taking the CBEST exam; and subject matter competency, usually by taking CSET exams. Some undergraduate departments for single subject credentials are certified by the CTC to be "waiver programs," meaning the course work in the major aligns directly with content on the CSETs.⁵ While there were some alternate ways to achieve this it can be said that there were no shortcuts. (For example, a master's degree in math does not waive the need to take the CSETs.) Waiver programs for multiple subject programs were recently reinstated, after NCLB expired.

Legislation signed by Governor Brown in 2017 removed a half century ban on undergraduate departments of education and made it possible to receive a bachelors and a credential in four years. There has, however, been no rush to implement this. The CSU system has declined to establish Education Departments since it may negatively affect federal Pell grants for thousands of students and because there are already workarounds, such as blended or integrated pathway programs.⁶ It is unknown whether private IHLs will institute undergraduate education departments. In any case, it would only apply to multiple subject credential candidates.

Since California essentially remains a 5th year state, undergraduate pre-education programs teach a variety of courses that will enable the candidate to know the content they want to teach and then to be able to pass the CSETs. This means, however, that undergraduate pre-education programs are located in separate departments and usually separate colleges from the post baccalaureate teacher credential programs. The consequence is that there is often not as much collaboration and communication as there could be. This can result in confusion about the role of teacher education programs and their relation to undergraduate education. Teacher education programs don't teach the subject matter content to teach – that is learned prior to entering a credential. Teacher education programs teach the complexities of how to teach to the pk-12 student population of California.

Applicants to multiple subject programs do not have to take any specific major. Most take Liberal Studies or Human Development. The most common major is Liberal Studies. This is important to note this in the context of arts education, since many Liberal Studies majors include arts education courses that often have an education focus. It should be noted that Liberal Studies is not a department, although it is a major. Not being a department means that the courses are spread out through various academic departments and that oversight over individual courses is diffused. With the CSU and UC system academic freedom allows individual instructors autonomy so that even within sections of the same course there can be variety.

⁵ Most undergraduate programs do not seek waiver status, given the paperwork burden.

⁶ A thorough explanation can be found at <https://edsource.org/2017/undergraduate-education-major-banned-for-56-years-returns/585830>

Although all teacher education programs must adhere to the CTC standards⁷, they are structured in a variety of ways. They are one-year programs and go at your own pace programs. In some IHLs, there are separate departments for multiple subject and single subject credentials, while in others they are housed in the same department. A few offer a credential and a master's in education. All single subject programs include content specific "methods" coursework. In some programs the methods courses are taught by faculty from the content area department. For example, at CSU East Bay the music methods courses are taught by music faculty but the visual art methods courses are taught by teacher education faculty. The methods courses are at the center of single subject credential education.

Multiple subject credential programs are taught by teacher education faculty. Candidates take classes in English Language arts, math, teaching special education students, English language learners, and the required content areas; history, science, arts, and PE.

Finally, it is important to note that California is facing a serious and likely decade long teacher shortage, due to generational retirements and a growing student population.

SUMMARY OF SURVEY RESULTS

Two surveys were sent out to CSUs and UCs. (Together these institutions credential around 50% of teachers in any given year, mainly in the CSUs.) One survey went to teacher credentialing programs. The other went to the undergraduate program (Liberal Studies) that are the most usual pathway for multiple subject candidates. In each case, there were seven respondents. Interestingly enough, there was only one institutional overlap between the two.

General Overview

Multiple subject programs are still wrestling with how to meet the standards. Not surprising, the programs that have and are effectively meeting the standards usually have individuals who have been leaders in the arts education field. In follow-up conversations with non-survey responding programs the most the general comment has been, "I saw that in my email, we need to get on it and do something about it."

Two institutions have arts courses as prerequisites to the credential programs. Most Liberal Studies majors have arts courses that are required and these are taught by the arts departments. For Liberal Studies they usually have an educational component, e.g., "Dance for Children." In most cases there is little communication or coordination between Liberal Studies programs and Teacher Education. Students in Liberal Studies take arts courses because advisors suggest it as a path to graduation, not because it necessarily ties into teacher credentialing.

Most single subject programs are meeting the standards appropriate to teaching their core disciplines. Most, however, have not dealt with the concept of arts integration. Single subject candidates can be resistant to learning about content they see as outside their area. Why should they learn arts integration or content literacy skills or Restorative Justice or Social Emotional learning if they are just

⁷ As noted earlier teacher education programs are accredited by the CTC and not by WASC or other agencies. The accreditation process is rigorous, with annual reporting and major visits every seven years. Some teacher education programs also seek national accreditation, but this is not required in California.

going to teach PE or biology? While the instructors in these programs are not resistant to the standards they do not always feel they possess the knowledge in how to effectively teach these areas.

Based on the survey results we draw the following general overview:

- Respondents are offering coursework for credential candidates in the arts and arts integration. There is more instruction in visual arts and arts integration, followed by dance and theater. Only slightly more than half of the programs include music, which may be the result of a belief that music requires a greater degree of expertise. Only two institutions include media arts, which may be the result of the newness of the discipline as part of the VAPA standards, a belief that technical expertise is required, a lack of technology in classrooms, and/or a lack of understanding how to use the technological resources possessed by candidates.
- Two credential programs offer professional development for candidates and teachers. In one case this is to bolster existing coursework.
- About half of the programs have worked/are working with professional arts organizations.
- All institutions state they have strong relationships with local districts and County Offices of Education.
- Since a multiple subject teacher is expected to be able to teach all content areas at an elementary level, standards based arts instruction and arts integration is part of most multiple subject programs. It is difficult at this time to determine how much content is arts standards based and how much is arts integration.
- Single subject candidates are expected to know their content area. Per the CTC standards single subject candidates are supposed to understand how to use the arts as instructional tool. How well this is being done is not clear.
- Only about one-third of the institutions surveyed responded. This is likely because chairs and directors of teacher education are extremely busy. Arts integration is only one of a long litany of new standards that must be implemented. Based on follow-up conversations with non-respondents it is also likely some of those programs have not yet started on meeting the arts integration elements.
- There needs to be more communication and collaboration between graduate and undergraduate programs and with Community College partners.

RECOMMENDATIONS

The new standards for teacher education represent a total transformation in how these programs prepare the next generation of California's teachers. It is worth remembering that the content area standards are also dramatically new, beginning with the adoption of Common Core, the Next Generation Science Standards, and the pending new CA VAPA standards. Additionally, the teaching profession is in a period of dramatic change with the Baby Boomers retiring and changing demographics in the student population. This presents a dynamic environment for education in which dramatic change will occur. The question is whether this change will be haphazard or thoughtfully planned and implemented.

- Elevate the importance of the arts to credential programs. The Create CA campaign could be very effective in this, raising the awareness of incorporating and integrating the arts to university faculty, university administrators, potential students, and pk-12 partners who work with teacher education programs. Use the campaign to reach these constituencies. Sponsor a workshop or event at one of the bi-annual conferences of the California Council on Teacher Education (CCTE) that focuses on this issue. It would also be useful to keep the survey open through the October, 2019 CCTE conference.⁸
- Many teacher education programs have social justice and equity as part of their mission. Communicate to IHLs that access to creativity is an issue of social and economic justice. Create CA has strong supporting materials for being an Arts Equity District and Champion. Focus on sharing this material and The Declaration of the Rights of All Students to Equity in Arts Learning to undergraduate and graduate departments in IHLs.
- Promote greater awareness of the economic opportunities in the arts.
- Given the amount of new requirements for teacher education programs they need help reducing their burdens. This can be done by creating a repository of course syllabi and professional development for teaching the arts and arts integration.⁹ In other words, provide ready-made solutions to their problems. These resources can come from other IHLs as well as from teaching artists and organizations.
- Many Teacher Education programs have equity and/or social justice as a strong part of their mission. Along with arts integration equity, Restorative Justice, and social emotional Learning are deeply embedded in the new CTC standards. Create CA has help for being an Arts Equity District and Champion. Can this material and The Declaration of the Rights of All Students to Equity in Arts Learning be used to motivate IHLs?
- There are resources within the CSUs regarding arts education (see Appendix 4). Bringing these resources together would be useful.
- Within the CSU, teacher education programs and Liberal Studies programs listen to the school districts and County Offices with which they work. In the survey all respondents said they had strong relationships with such partners. Teacher Education is more likely to move arts and arts integration up the list if they hear it is important from their partners.
- Present this report to CSU Education Deans.
- Reach out the CSU Chancellor's Office and attend statewide meetings of Liberal Studies Directors to educate them about the arts and arts integration.
- Create Professional Development modules, certificates, or extension courses for professional development for teachers.¹⁰ This could be done by consortia, IHLs, arts organizations, County Offices, etc. Many of the current generation of working teachers do not have strong knowledge of how to use the arts. Therefore, it would be good to support, grow, replicate professional development for working teachers. It is important because the current teaching credential

⁸ In the interests of full disclosure one of the authors is President-Elect of CCTE.

⁹ For example, one CTC standard requires cooperating teachers to receive 10 hours of professional development. There was no funding to support this, so a group of IHLs and County Offices banded together and created an online training that is valid statewide.

¹⁰ CSUSM will be launching an Arts Integration Module in October. The Alameda County Office of Education has an established Integrated Learning Specialist Program.

candidates are more likely to use the arts and arts integration if they see it in their student teaching placements. It is also important because creative teaching is engaging to practitioners.

The following recommendations is not based on the survey results but related to the overarching issue.

- How will we attract and retain qualified teachers? Recruiting applicants to the teaching profession is difficult, as retention of teachers is a challenge for districts. Yet teaching is a fulfilling and creative endeavor. In anecdotal feedback from former students of the authors, when candidates embrace the arts as part of teaching they stay interested in the craft of teaching. The “Create” campaign could have a teacher recruitment component that teacher education and liberal studies programs could tie into.

SURVEY AND RESULTS

The purpose of this survey is to determine how the CSU and UC systems are meeting these program standards in teacher education. The authors of the survey have also included Liberal Studies programs, since they feed into teacher education. The surveys can be found in the appendix of this document.

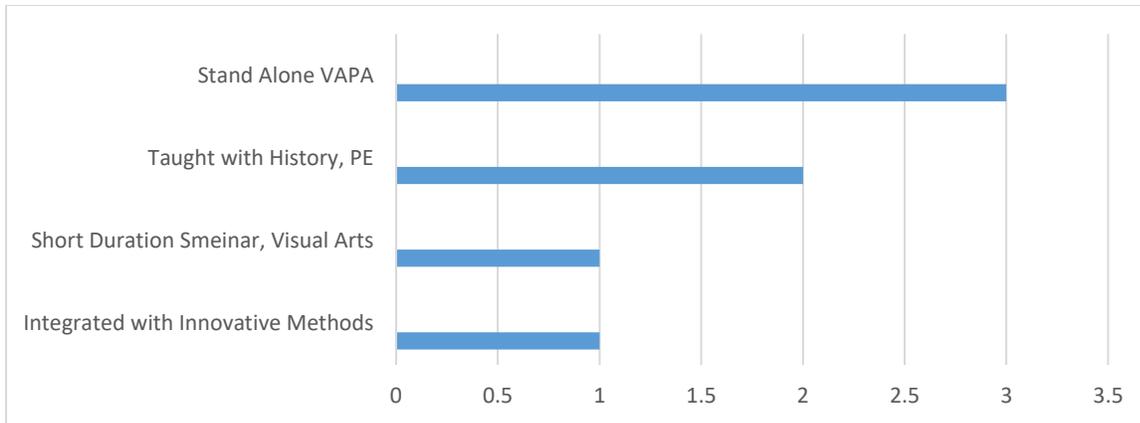
Survey Results – Arts Education in Credential Programs

Seven institutions responded.¹¹ All seven offer both post baccalaureate multiple and single subject credentials. Three also have a blended multiple subject program.

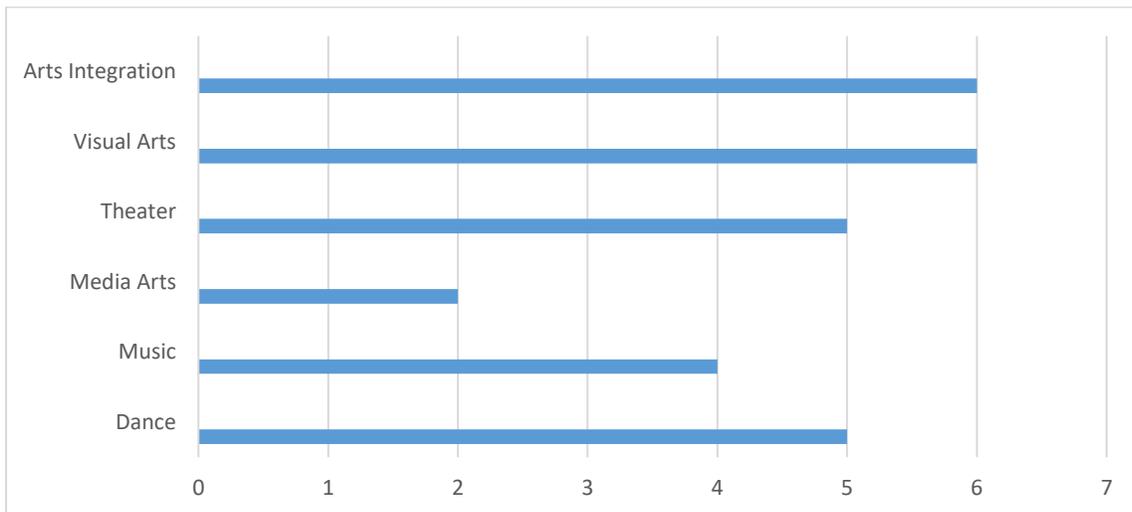
Six institutions said they met the visual and performing arts program requirements through coursework that was part of the credential program. Additionally, three institutions said that additional courses in the arts were prerequisites in the liberal studies major. The liberal studies VAPA courses were offered in the undergraduate departments containing the expertise.

Within the credential programs the VAPA courses were offered in a variety of formats. The instruction the courses was handled by tenure line and adjunct faculty. The courses were 2 to 3 semester units or 4 quarter units in value. The higher unit value courses were those that integrated arts instruction with other content areas. Extrapolating from the unit values that means that there was between 25 and 35 hours of instructional time, except for the short duration course.

¹¹ There are 22 CSUs and 8 UCs offering credential programs.



The instructional balance of the arts disciplines within the VAPA courses is not even. Programs seemed to be more comfortable with visual arts and arts integration, then theater and dance, then music and finally media arts.

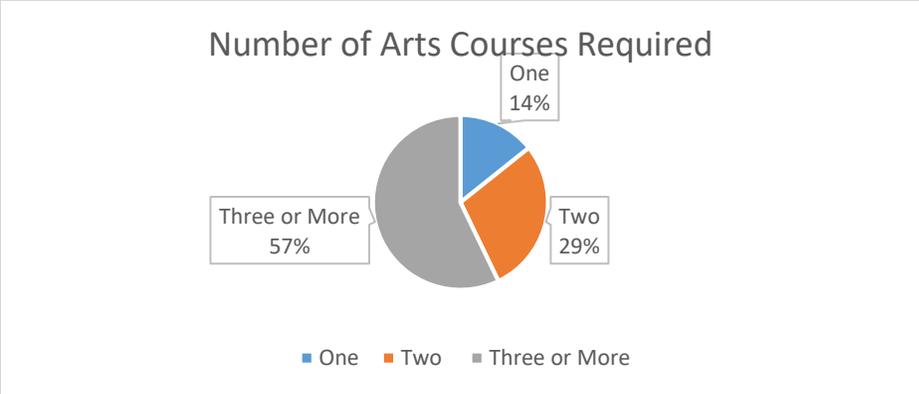


Survey Results – Arts in Liberal Studies Programs

Liberal Studies programs are more than pre-education programs, for example, they can be taken by students who want a liberal arts major experience. They are subject to university graduate requirements, unlike credential programs.¹² It was interesting to note that only 20% of institutions recognize media arts as fulfilling arts requirements. It would be worth probing further to see if media arts is there but under different names, e.g., a digital animation course in an art department.

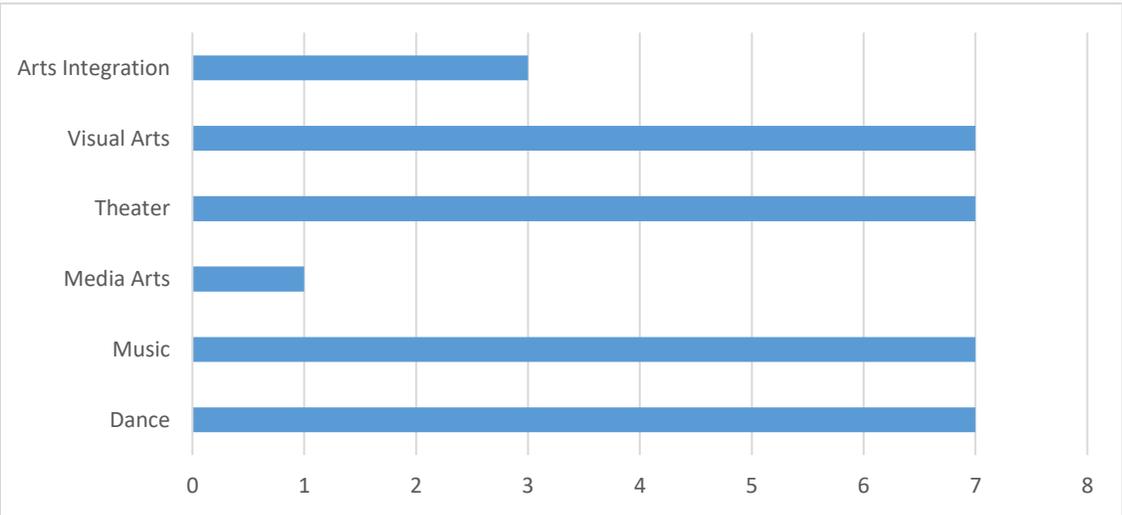
The number of arts courses that were required under a liberal studies major varied considerably.

¹² Except in the case of credential programs that also offer a masters, they are non-degree granting. No degree is conferred, instead the candidate is recommended for professional licensure. There are therefore no graduation requirements, only those requirements stipulated by the CTC.



The Liberal Studies programs in only 2 instances were aware that their art courses were part of a continuum with teacher education.

In all but one case the arts courses were taught by arts departments. That program had a designated Liberal Studies prefix for an omnibus arts and liberal studies course. The arts courses were offered in a variety of disciplines. It is worth noting that 42% of the programs offered arts integration.



The courses in liberal studies were taught by both tenure line and adjunct faculty. Most programs noted that they had strong partnerships with school districts. Three programs had strong partnerships with museums and three had no arts partners at all. None of the programs provided professional development.

SUGGESTED NEXT STEPS

This initial survey suggests further investigation from a broader range of respondents. The following are possible next steps:

- Reopen the survey for credential programs, with modified questions, at the CCTE Conference this October in San Diego.
- Create a survey for single subject programs only.
- Reopen the survey for Liberal Studies, with modified question, at the next Liberal Studies Directors meeting at CSU Chancellor's Office.

Appendix 1 – CTC Teacher Education Program Standards related to Arts Instruction

Multiple subject candidates are expected to learn the following:

Teaching Visual and Performing Arts in a Multiple Subject Assignment

Beginning Multiple Subject teachers are responsible for instruction in the four arts content areas, per the California Education Code. They demonstrate the ability to teach the state-adopted academic content and applicable English Language Development Standards for students in the four arts content areas of dance, music, theatre, and visual arts. Beginning teachers understand that students gain from sequential instruction in each art content area, which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Beginning teachers understand that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers:

- *Understand and teach the foundational academic content of each arts discipline within the standards.*
- *Facilitate the students' literacy development in the art form as well as in English.*
- *Craft a progression of complexity within each of the four arts content areas.*
- *Know the difference of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings.*
- *Assess student learning in each art content area to promote student learning.*
- *Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers.*
- *Collaborate where possible with single subject arts teachers and/or community arts resources.*
- *Facilitate students' abilities to identify the aesthetic qualities of works of art and artistic performances.*
- *Assure that students are provided access to works of art that are broadly representative of cultural diversity.*

For Single Subject candidates in music and art¹³ there are the following requirements:

Teaching Art in a Single Subject Assignment

¹³ It is assumed that Theater and Dance will be added when the standards are approved (expected January 2019) and credentials can be issued.

Beginning Single Subject Art teachers demonstrate the ability to teach the state-adopted standards for art and applicable English Language Development Standards. They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the state standards for art. They are able to design instruction that engages students through inquiry in researching for information and resources needed to explore an artistic question; support students' development in creative processes, artistic skills and techniques; and support students' literacy in expression and communication of ideas in both written and visual forms.

Beginning Single Subject Art teachers model and encourage student creativity, flexibility, collaboration, and persistence in solving artistic problems given to them and of their own making. They provide secure and safe environments that allow students to take risks and approach artistic, design, or aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help students process and respond to sensory information through the languages and skills unique to the visual arts. Beginning teachers build students' creative problem-solving process and skills, innovative and critical thinking, communication, and collaborative and technical skills through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques. They establish, teach, and monitor procedures for the safe care, use, and storage of art equipment and materials used during the creative process.

Beginning teachers understand and are able to teach students about the historical, cultural, and contemporary contributions and dimensions of art, providing insights into the role and development of the visual arts in past and present contexts throughout the world. They emphasize the contributions of art to historical and contemporary culture, society, and the economy, especially in California. Beginning teachers guide students as they make informed critical judgments, evaluations, and responses about the quality, impact, and success of artworks through perceiving, analyzing, and applying differing sets of criteria. Beginning teachers also provide their students with the skills and knowledge to develop their own relevant criteria for evaluating a work of art, design, or collection of works. They assure that students are provided access to works of art that are broadly representative of cultural diversity.

Beginning teachers teach students to independently read both literal text and visual texts and comprehend and evaluate instructional materials that include increasingly complex subject-relevant texts, visual and written, and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write evaluative, argumentative, and expository visual arts texts, and create visual images and/or structures or curate a collection of objects/images to express views, statements, or facts.

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing images and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to creating works of arts and design.

Beginning teachers understand how to design and implement instruction for their students to uncover the connections of visual arts content and skills to college and career opportunities, life skills, and lifelong learning. They provide students the opportunity to use and evaluate strengths

and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Teaching Music in a Single Subject Assignment

Beginning Single Subject Music teachers demonstrate the ability to teach the state-adopted standards in music and applicable English Language Development Standards. They model highly developed aural musicianship and aural analysis skills; teach music theory and analysis, including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences; and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition.

Beginning teachers model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight-sing, sight-read, improvise, compose, and arrange music. Beginning teachers use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, and contemporary and historical periods, and identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres.

Beginning teachers instruct students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion. They use a variety of instrumental, choral, and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Beginning teachers enable students to understand aesthetic valuing in music and teach them to respond to, analyze, and critique performances and works of music, including their own. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain-specific text, and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts.

They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media, and entertainment industries.

Beginning teachers use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning, and assessing music learning in general music and ensemble classes, including portfolio, video recording, audio recording, adjudication forms, and rubrics. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing musical

compositions and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Appendix 2 – Sample Syllabus for Multiple Subject VAPA Course.

Department of Teacher Education

TED 511

Curriculum & Instruction: Visual & Performing Arts

Syllabus, Fall 2018

1. Course Description

Specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; and making informed judgments about the arts. Prerequisite: admission to the Multiple Subject Credential Program.

2. Course Objectives

Candidates will demonstrate knowledge of...

1. Specific teaching strategies that are effective in achieving the goals of artistic perception, creative expression, understanding cultural and historical origins of the arts, pursuing meaning in the arts, and making informed judgments.
2. How various forms relate to each other, other subject areas, and to careers.
3. Processing sensory information thought elements unique to art, music, theater, or dance; producing works in art, music, theater, or dance; understanding the historical and cultural origins of art, music, theater, or dance pursuing meaning in art music, theater, or dance to other subject areas.

3. Course Information

Location: AE 385

Thursdays 4:30 – 8:15 pm 8/23, 8/30, 9/13, 9/20, 10/4, 10/11, 10/25, 11/1

4. Required Readings

CA Visual and Performing Arts Standards under revision – please visit the following website prior to Sept. 30, 2018

<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

Videos (see handout on blackboard – **please note which weeks to watch which**)

5. Grades

Grading is on a 100-point scale: 100-95= A, 94-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C, 73-70+C-, 69 and below = No Credit.

6. Attendance/Class Participation

Attendance and class participation are required and essential. No make-up work is accepted. A minimum of five points will be deducted for each class missed. Points will additionally be deducted for any activities missed in class that day. It is not possible to make up in-class assignments or group work under any circumstances. Late or leave early will have a minimum of three points deducted. Please phone and leave a very brief message if you will miss class or arrive late. There is a penalty for late work. Please make sure that you are properly registered for this course.

7. Assignments

1. Candidates must attend and actively participate in all classes. (40 points)
2. Students will create an arts-based research journal and project. Each student will record notes on the videos in their journal AND also pick a topic of interest, research that topic in both a traditional sense, using FIVE sources and taking notes on each source, and then create a final piece through the arts to share their demonstration of understanding.

We will discuss examples on the first night of class. We will share these journals each night of class. **JOURNALS ARE DUE EACH CLASS, FINAL PROJECT IS DUE CLASS 8.** (35 points)

3. Watch all the videos as assigned on the handout **and take detailed notes in your arts-based research journal. DUE each CLASS and I will be checking for thoroughness.** (25 points).

8. Course Calendar

Class 1: Introduction to the Visual and Performing Arts; Make Arts Based Research Journals, Theatre in the Classroom: Improvisation, Importance of Warm-ups activities for community building, games for concentration, & basic classroom engagement.

Class 2: Visual Arts Investigation – Scaffolding Creativity. Discuss videos.

Class 3: Introduction to dance & creative movement exercises for elementary grades, & brain dance.

Class 4: Theater skills, Tableaux, adaptability of theater to language arts and social studies, & Readers Theater. Discuss videos.

Class 5: Arts Integration 101 What the arts can do in an elementary classroom; importance of the arts to 21st century workplace skills. Discuss Videos

Class 6: Music in the Classroom, integration of music to language arts and social studies, singing in groups, music appreciation, music and world cultures.

Class 7: Arts Integration 201. Prep for final class. Discuss videos.

Class 8: Presentations of Arts Based Research.

9. College of Education and Allied Studies Theme

The theme of the School of Education and Allied Studies is “Preparing leaders committed to social justice and democracy.”

10. How This Course Relates to the Theme

Students learn to appreciate themselves and others and to perceive the world more completely through foundation skills in the arts and related cultural backgrounds. The arts also provide a diversity of ways of learning, allowing all students to find success. The arts can create truly democratic classrooms in which all students can be right yet every answer is different; in which they are not passive receivers of information but active creators in their learning.

11. Earthquake Information

During an earthquake, duck and cover - get under a desk or table. Protect your head with your arms. Do not exit the building; objects may fall from roof. Do not use elevators. After the shaking stops: remain calm. Think about a way out. Check for potential hazards. When safe, evacuate to an open area. At Hayward, assemble at the Amphitheater, where you will receive further information. Use the telephone (3333) only for genuine emergencies. At Concord, when safe, evacuate to an open area. Use the telephone (911) only for genuine emergencies. Expect aftershocks.

12. Documented Disability

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency, please contact the Department office as soon as possible.

13. Academic Integrity

By enrolling in this class the student agrees to uphold the standards of academic integrity described in the catalog at

<http://www.csueastbay.edu/ecat/current/i-120grading.html#section12>.

At all times, candidates must:

Adhere to the Teaching Code of Ethics;

Exercise professional, respectful, and positive behavior;

Show interest in both their field and coursework;

Demonstrate cooperation, collegiality, and flexibility; and

Receive feedback and suggestions genially.

14. Etcetera

If is fine to drink and eat in class, I believe that hydration and blood sugar are important to learning. If we want to organize snacks that's great too. No texting in class. Cell phones can be on but only answered in the case of emergency. Laptops are NOT necessary to have in class. Wear casual clothes as you might use paint or sit on the floor.



Appendix 3 – Sample Course Syllabus From Undergraduate Course

CSU East Bay

Department of Teacher Education

TED 4325: Arts Integration for Teachers

4 Units

1. Instructor Information

Office Hours 4:00 – 5:00 Tuesdays, AE 242b or by appt.

2. Course Information

TED 4325: Arts Integration for Teachers

AE 385, Tuesdays 5:00 – 8:20

4 units

Designed specifically for teachers with little or no experience in the visual and performing arts. Work integrating standards based theater, music, dance, and visual arts into elementary math, science and language arts content.

Students will be able to

- learn with and through the arts,
- create artworks based on personal experience,
- assess, analyze, interpret, and derive meaning from student artworks,
- integrate arts learning with other subject areas
- articulate why integrated arts learning addresses issues of equity
- understand and present learning experiences that activate student creativity.

3. Student Learning Outcomes/Accreditation Standards Addresses in Course

Based on activities in this course students will develop competencies that will enable them to meet CSUEB's ILOs

- Thinking and reasoning: think critically and creatively and apply analytical want to take reasoning to address complex challenges and everyday problems.
- Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

- Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.
- Collaboration: work collaboratively and respectfully as members and leaders of diverse teams and communities.
- Specialized education: demonstrate expertise and integration of ideas, methods, theory and practice in specialized discipline of study.

4. Required Texts and Other Course Materials

- Goldberg, Merryl. *Integrating the arts, an approach to teaching and learning in multicultural and multilingual settings 4th ed*, Pearson
- Branham, Rachel. *What's so great about art, anyway?*, Teacher's College Press.
- The California State Visual and Performing Arts Framework and Standards (These can be downloaded at <http://www.cde.ca.gov/be/st/>)
- Read materials posted on Blackboard Course Materials

5. Course Assignments

Group Presentation and Integrated Unit – Working in groups, students will create an arts integrated unit around a central theme or essential question. Each individual in the group will author one lesson. The group will also lead the class in one of the lessons that is team taught by the entire group. Each presentation should last approximately 1 hour. There will be an additional 30 minutes of reflection. Students will provide copies on Blackboard Discussion Board for their colleagues. Pay attention to your presentation/teaching skills in the lesson. Delivery, pacing, structure, and style are all important. (See rubric) Due dates vary.

Individual lesson plan – Students will create an integrated lesson plan with a focus on creativity. Due week 10 – lesson must be submitted as a signature assignment on BB. (See rubric)

Media Activity – Using everyday electronic equipment and readily available apps, (i.e., Smart Phone, digital camera, tablet, etc.) each student will create either an original work of expressive art (i.e., a photo essay based on a “Where I am From,” poem) or a media to be used in a flipped classroom. Due week 8 – must be posted on Blackboard discussion board.

6. Grading Policy

- Group presentation – 40 points
- Participation/Attendance - 20 points
- Individual lesson plan – 20 points lesson must be submitted as a signature assignment on BB.
- Media Project – 20 points

7. Attendance Policy

Students will attempt and complete all projects and work. Attendance, punctuality and participation are keys to success in this course. Since the bulk of the work is experiential and done in class appropriate make-up may not be available.

8. Other Course Policies

Students may eat and drink during class but must clean up after themselves. During certain studio activities eating and drinking may not be permitted.

Students may use electronic recording devices for their own personal use in studying for class. Materials recorded in class may NOT be posted to the internet or redistributed for any reason.

Wear clothes that are you don't mind getting dirty.

Occasionally you may be asked to bring items to class, i.e., empty egg cartons and 1 qt. clean plastic containers.

The syllabus, reference articles, and copies of lecture overheads are available on Blackboard.

9. Suggested Course Calendar

Session One: Jan 3

Overview of arts integration, CA VAPA standards, assessments, class overview. , Divide into groups and select presentation dates. Sample lesson on theater.

Read *What's so great about art, anyway?* for next class.



Session Two: Jan 10

Discuss reading.

Sample lesson using poetry.

Setting up assessments and rubrics

Read chapters 1-4 in Goldberg for next class.

Sample lesson on music and language arts.

Session Three: Jan 17

Quiz on reading.

Sample lessons on visual art.

Sample lesson on dance.

Read chapters 5-9 in Goldberg for next class.

Session Four: Jan 24

Quiz on reading.

Visual Thinking Strategies

Perform reader's theater play

Sample lesson on story comprehension and writing through drama.

Read chapter 10-12 in Goldberg for next class.

Session Five: Jan 31

Sample lessons on technology and the arts.

Sample lessons for community involvement and the arts.

Sample lessons on the arts for English learners.

Revisiting assessment.

Session Six: Feb 7

Sample lessons on dance, music and math.

Sample lessons on theater, dance, music, visual arts and science.

Session Seven: Feb 14

Student presentations.

Session Eight: Feb 21

Student presentations.

Media assignment due

Session Nine: Feb 28

Student presentations.

Session Ten: March 7

Student presentations.

Individual lessons due.

No meeting during finals.

10. College of Education and Allied Studies Mission Statement/How This Course Relates to the Mission

The mission of CEAS is “To prepare collaborative leaders, committed to social justice and democracy, who will influence a highly technological and diverse world.” This course relates to the mission with its focus on collaboration, diverse means of expression, and giving every student a voice.

11. University Policies on Academic Integrity

By enrolling in this class the student agrees to uphold the standards of academic integrity described in <http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html>.

12. Accommodations for Students with Disabilities

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services.

13. Emergency Information

California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at:

<http://www.20.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html>

Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.

14. Rubrics

Rubric for Integrated Arts Unit	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Failing to meet Expectations
Individual lesson is clearly linked to the arts standards in music, dance, theater or visual arts and contains an activity that resonates with students.	The lesson lists the arts standards and clearly teaches them. Reflection is a key component of the learning. The activity is engaging and excites the imagination of the students.	The lesson lists the arts standards and teaches them. Reflection is included. The activity is engaging and excites the imagination of the students.	The lesson lists the arts standards and teaches them. The activity is engaging and activates the imagination of the students.	The lesson lists the arts standards. The activity is engaging.
Individual lesson is integrated with another content area.	The lesson is well integrated with another content area, the teaching of the two content areas is clearly richer because of the integration. Content standards are listed.	The lesson is integrated with another content area, the teaching of the two content areas is richer because of the integration. Content standards are listed.	The lesson is somewhat integrated with another content area, the teaching of the two content areas is somewhat enhanced because of the integration. Content standards are listed.	The lesson is poorly integrated with another content area, the teaching of the two content areas is not obviously connected. Content standards may not be listed.
Unit structure.	The unit is well structured, with each lesson building upon the previous lessons. Obvious collaboration has occurred between the teachers.	The unit is well structured, with each lesson connected to previous lessons. Obvious collaboration has occurred between the	The lessons in the unit connect to each other but without obvious sequential linkages. Some collaboration has occurred between the	The unit is not well structured,. Little or no collaboration has occurred between the teachers.

	Ancillary materials are strong and support learning. The unit is tied to a theme or essential question.	teachers. Effort has been made to link the standards in all lessons. Ancillary materials support learning. There is a central theme.	teachers. The theme is weak as are ancillary materials.	
Objectives & Assessment	The lesson objectives and assessments are directly linked. There is a variety of assessments used in the lessons. The lesson sequence is well structured and easy to follow.	The lesson objectives and assessments are directly linked. There are different assessment forms. The lesson sequence is well structured and easy to follow.	The lesson objectives and assessments are linked. The lesson sequence is well structured and easy to follow.	The lesson objectives and assessments are not linked. The lesson sequence is poorly structured.

Rubric for Individual Lesson	4	3	2	1
Lesson Outcomes and Assessments are Clearly Matched	The lesson outcomes and assessments are clearly matched and resonate with standards.	Most learning outcomes are assessed using a mixture of formative and summative assessments.	Few learning outcomes are assessed using a mixture of formative and summative assessments.	Outcomes and assessments are tenuously linked.
Integrated Standards	The lesson teaches to two sets of standards equally.	The lesson teaches to two sets of standards almost equally.	The lesson teaches to one set of standards more than the other.	Only one set of standards is taught to.
Art/Creative Component	The art component of the lesson provides an	The art component of the lesson challenges the	The art component of the lesson challenges the	The art component of the lesson does not adequately

	opportunity for students to express something about themselves, challenges the students creatively, and allows them to discover new understanding.	students creatively and allows them to discover new understanding.	students creatively.	challenge the students.
Lesson Format	The lesson is written in proper lesson plan format with excellent pacing and a variety of learning opportunities.	The lesson is written in proper lesson plan format and good pacing.	The lesson approaches a proper lesson format.	Lesson plan has little or no structure.

Appendix 4 – Online Resources From CSUs

CSU Chico EDTE 524B Curriculum Theory and Practice maintains a website of lesson plans in the arts developed by students. The lessons are aligned to NCCAS and are added to on an ongoing basis. The lessons are aimed at elementary students.

<http://www.csuchico.edu/~cguenter/229Barts.html>

CSU San Marcos has the Center ARTES, which focuses on arts education and arts integration. It offers professional development and conducts research.

<https://www.csusm.edu/centerartes/aboutus/index.html>

San Diego State University has the Center for Visual Literacies and Research Methods.

<http://go.sdsu.edu/education/visual-literacies/>