

# A STATEWIDE SNAPSHOT OF PRINCIPALS SUPPORTING ARTS INTEGRATION: THEIR PREPARATION AND CURRENT PRACTICES

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**RESEARCH QUESTIONS: What are principals doing to support arts integration in their schools? What are principal preparation programs doing to prepare pre-service principals to support arts integration?**

## BACKGROUND

### ARTS INTEGRATION DEFINED

According to the North Carolina Department of Public Instruction (DPI), arts integration is one of three components of a comprehensive arts education. It is a model that uses the arts as a tool for learning throughout the curriculum. The other two components include arts education (teaching the arts as core, academic subjects) and arts exposure (providing students with authentic arts experiences within and outside of school). In 2012, the Arts Education Commission Final Report defined arts integration as “using the arts as a catalyst for learning across the curriculum and in all areas of learning.”<sup>1</sup>

### ARTS INTEGRATION LEGISLATION IN NORTH CAROLINA

In 2010, Senate Bill 66 (Session Law 2010-34) directed the State Board of Education to assemble a task force (comprising members from DPI and the Department of Cultural Resources) to create a Comprehensive Arts Education Development Plan for the public schools of North Carolina. The task force was charged with considering specifically arts education, but the group also addressed arts integration (and arts exposure) in their report to the General Assembly. The task force made several recommendations, including requiring arts integration as a component of teacher and administrator preparation and licensure.

Two years later, Senate Bill 724 (Session Law 2012-77) was signed into law. It required teacher preparation programs to ensure that pre-service elementary teachers are prepared to “integrate arts across the curriculum.” This arts integration requirement is now a part of the North Carolina General Statute 115C-296.

### DPI'S ROLE IN SUPPORTING ARTS INTEGRATION

The Arts Education team at DPI has been working over the past two years to implement the requirements of SB724. They have partnered with North Carolina's Department of Cultural Resources and teacher preparation programs to ensure that teachers are prepared to integrate the arts upon time of certification. The team also conducted a survey of beginning teachers who entered the classroom prepared to use arts integration in their instruction. The survey uncovered challenges to arts integration that exist in schools. One such challenge was the level of principal support. Beginning teachers found that their principals were often unaware of how to support arts integration, or even rejected the notion of arts integration altogether.

<sup>1</sup> Arts Education Commission Final Report to the 2012 Regular Session of the 2011 General Assembly of North Carolina. April 19, 2012. Page 5. [http://www.artsnc.org/docs/2012\\_ArtsEdComm\\_Report.pdf](http://www.artsnc.org/docs/2012_ArtsEdComm_Report.pdf)





## THE ROLE OF PRINCIPALS IN SUPPORTING ARTS INTEGRATION

Principals can play a crucial role in furthering arts integration. Studies suggest that principals influence the implementation of instructional reform by fostering a collaborative work environment and providing professional development and ongoing support, supervision, and monitoring.<sup>2</sup> While new organizational structures matter to instructional innovation, what is most important are school-level conditions and school leadership. Principals play a key role in the success or failure of school reform.<sup>3</sup>

By interpreting and adapting policy in ways that are influenced by their preexisting understandings about subject matter and appropriate instruction, school leaders shape how district and state policies unfold in schools.<sup>4</sup> Principals influence teacher learning about and enactment of policies by shaping access to policy ideas, helping teachers interpret and adapt policy messages, and creating a school culture for instructional practices.<sup>5</sup>

Since principals can have such a pivotal role in the way teachers respond to and use instructional models, the Arts Education team at DPI is interested in leveraging them to support arts integration in schools. However, it is crucial to get their perspectives first: how do principals feel about arts integration? How do they support it now? Do they have the tools they need to support it? Answering these questions is a

key first step so that DPI does not duplicate efforts that may already be in place at the university (principal preparation) or local (district professional development) levels. These questions guided our research design.

## METHODOLOGY

To address the first research question (What are principals doing to support arts integration in their schools?), the team created a survey for current principals. The survey included questions about the principals' attitudes toward arts integration, their practices for supporting arts integration, and the barriers they face related to this topic. See Appendix 1 for the full survey instrument. DPI's Communications Division distributed the survey via email to all elementary school principals across the State.

To address the second research question (What are principal preparation programs doing to prepare pre-service principals to support arts integration?), the team conducted interviews with stakeholders from multiple perspectives on the issue. The team began by contacting all 16 North Carolina universities that have principal preparation programs. The deans of the schools of education provided contact information for principal preparation program coordinators and chairs. Most often, the

<sup>2</sup> Blase, J., & Blase, J. (1999) *Principals' instructional leadership and teacher development: Teachers' perspectives*. *Educational Administration Quarterly*, 35(3), 349 - 378. Blase, J., & Blase, J. (1998). *Handbook of instructional leadership: How really good principals promote teacher and learning*. Thousand Oaks, CA: Corwin Press. Blase, J., & Kirby, P. (2000). *Bringing out the best in teachers: What effective principals do (2nd ed.)* Thousand Oaks, CA: Corwin Press.

<sup>3</sup> Coburn, C., (2005). *Shaping teacher sensemaking: School leaders and the enactment of reading policy*. *Educational Policy*, 19(3), 476 - 509.

<sup>4</sup> Spillane, J., Halverson, R., & Diamond, J. (2007) *Towards a theory of leadership practice: A distributed perspective*. *Journal of Curriculum Studies*, 36(1), 3 - 34. Spillane, J., Diamond, J., Burch, P. Hallett, T., Jita, L., & Zoltners, J. (2002). *Managing in the middle: Schools leaders and the enactment of accountability policy*. *Educational Policy*, 16, 731 – 762.

<sup>5</sup> Coburn, 2005.

programs offered master's degrees in School Administration (MSAs) and Doctorates in Educational Leadership (EdDs). The full list of interviewees is provided in Appendix 2. The research team developed a semi-structured interview guide to use for conducting interviews. The guide ensured that interviewers remained consistent in the wording of questions and the order of topics. The interview guide can be found in Appendix 3.

## FINDINGS FROM THE PRINCIPAL SURVEY

### RESPONSE RATE AND REPRESENTATION

The team received 188 completed surveys from principals, a response rate of 10 percent.<sup>6</sup> Respondents self-identified the type of setting where their school is located. Fifty-seven percent of respondents lead schools in rural areas, 27 percent suburban areas, and 16 percent urban areas. Seven self-identified as leaders of A+<sup>7</sup> or other arts magnet schools.

### PRINCIPALS PURPORT TO HAVE A GOOD UNDERSTANDING OF ARTS INTEGRATION

The survey tool provided the State's definition of arts integration in the instructions and also asked a question about whether respondents understand the difference between "Arts Integration," "Arts Education," and "Arts Exposure." Eighty-five percent of respondents agreed or strongly agreed that they understood those differences. However, many of the free-form responses that principals submitted complicated that assertion. In response to the question, "In what other ways are you supporting Arts Integration at your school," many answers did not relate to arts integration exactly. For example, "Our students are given many opportunities to participate in Art programs (painting wooden birds to be displayed on the local greenway and around the downtown area; many musical opportunities to perform in our community and at other venues)..." Displaying and performing art can be a form of arts integration, but in this case it sounds like the emphasis was more on the public display than the core content (math, reading, science, social studies) knowledge of the students. The vast majority of principals state that they understand the definition of arts integration in theory; however, there may be some variation in understanding in practice.

### PRINCIPALS HAVE POSITIVE ATTITUDES TOWARD ARTS INTEGRATION

The overwhelming principal attitude toward arts integration was positive. Ninety-one percent of respondents agree or strongly agree that arts integration is vital to a child's education. Eighty-two percent agree or strongly agree that arts integration increases test scores.



### PRINCIPALS RARELY SUPPORT ARTS INTEGRATION IN PRACTICE

Despite their self-reported positive feelings toward arts integration, only some principals actively work to support arts integration in their schools. For example, forty-six percent of responding principals rarely or never allow for targeted planning time for arts integration. Thirty-nine percent rarely or never look for arts integration during teacher observations. Seventy-one percent rarely or never provide professional development opportunities around arts integration. See Appendix 4 for full results of the principal survey.

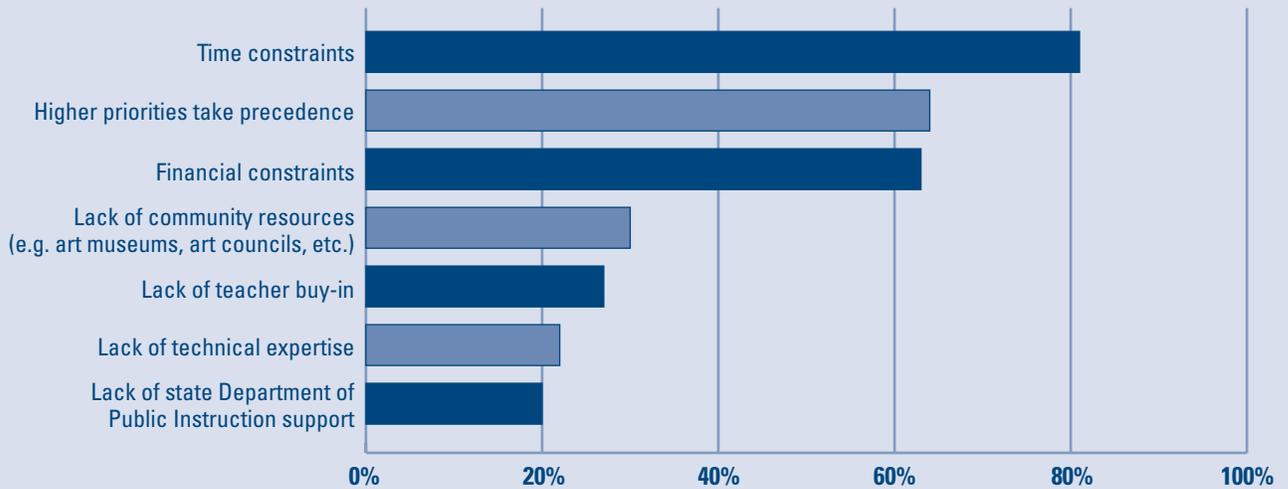
### BARRIERS TO SUPPORTING ARTS INTEGRATION

More than 80 percent of principals cited "time constraints" as a barrier to integrating the arts at their schools. Similarly, 65 percent checked "higher priorities take precedence." Figure 1 shows the seven most commonly encountered challenges for principals. Testing, accountability, and standards were frequently cited as challenges that compete with principals' time during the school year. Respondents were able to write in additional sentiments toward the end of the survey, and 14 responses centered on the many pressures teachers and schools face related to other initiatives. For example, one principal stated, "The state (and federal, for that matter) needs to reorient their priorities . . . and make Arts Integration one of the many foci that we must address . . . realizing that, to do so, means other priorities will HAVE to be lessened!!" Similar responses expressed concern that arts integration would become "another unfunded mandate" that requires energy and time from teachers and administrators but fails to provide resources and support.

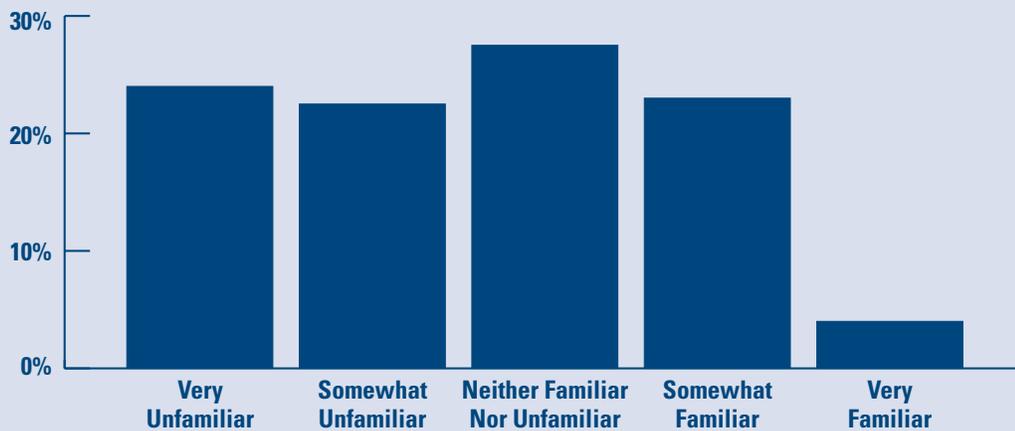
<sup>6</sup> There are 1,834 Elementary schools in North Carolina. Source: Public Schools of North Carolina. Facts and Figures 2012-2013. <http://www.ncpublicschools.org/docs/fbs/resources/data/factsfigures/2012-13figures.pdf>

<sup>7</sup> The A+ schools network provides a model for arts integration. The vision of A+ Schools is to create arts-integration learning opportunities for all students and to use the arts as a catalyst for learning in all subject areas. There are more than 40 A+ schools across the State.

**Figure 1. Principals' Most Common Barriers to Arts Integration**



**Figure 2. Principals' Familiarity with Law Requiring Arts Integration in Teacher Preparation**



**PRINCIPALS ARE UNAWARE OF ARTS INTEGRATION PREPARATION**

The survey also asked about the extent to which principals are aware of the requirement of teachers' preparation in arts integration. Only three percent were very familiar, while 50 percent were somewhat or very unfamiliar. This could serve as a barrier for principals who wish to support arts integration. Figure 2 illustrates principals' familiarity with SB724 and North Carolina General Statute 115C-296.

**SOME PRINCIPALS REPORTED UNIQUE MODELS FOR SUPPORTING ARTS INTEGRATION**

In addition to the strategies detailed in the survey questions, respondents were able to describe additional strategies they use to support arts integration in their schools. Seven reported that finding alternate sources of funding is important to supporting their arts integration programs. For example, "We write grants to provide art integration resources and

art integration professional development. We have received Jones Onslow Bright Ideas Grants and NC Arts in Education Grants. Our local Arts Council also helps us with supporting arts integration in our school." This respondent was also one of five that mentioned utilizing resources from their County Arts Council. Another principal wrote, "I serve on the arts council in Stanly County and we establish a program for all students K- 8 to experience one cultural arts program per year. We hope to expand this to the high schools as well. Our school superintendent, Dr. Terry Griffin, has provided financial support for these programs." Other principals make use of their PTOs and other community resources. "At periodic times of the year, we integrate the fine arts across the curriculum in targeted, planned units of study. However, these are too few and far between. Support is provided through arts showcases and...family nights/parent involvement events as well as in conjunction with PTO-sponsored fundraisers." Another innovative respondent looked for external arts integration professional development for her school: "For the last two

summers, I sent two teams of six to the Kennedy Center's Arts Integration conference. Admin team also attended. I also had a visiting artist from the Kennedy Center spend three days at our schools offering PD for all certified staff last October." While some principals take the initiative to find outside resources for arts integration, they are in the minority of our respondents.

Five respondents use specialized forms or "integration sheets" to share information between art teachers and teachers of core content areas. For example, "We use integration sheets with our specialist so that everyone is aware of what curriculum is being taught across grade levels and it makes it easier for everyone to integrate standards, content and areas of the arts." Some schools use such forms monthly, while others rely on year-long curriculum plans.

Two respondents mentioned furthering STEAM (Science Technology Engineering Arts Math) work in their schools. One such principal had to find outside resources to begin his/her school's transformation:

*"I received a grant for STEAM week which was held the last week of school. Throughout the week, all of our students were involved in hands on learning that integrated Science, Technology, Engineering, Arts and Math. We had guests from our community come and speak to students about how they use these subjects in the jobs they do. We are continuing the work of STEAM week by converting our computer lab to a STEAM lab. In this lab, students will be given choice and learn through inquiry as we provide them with a space that allows them to explore and create. We will be seeking to integrate these 5 content areas together in the experiences we provide for students."*

Advocates of STEAM believe that the creativity piece that arts education brings to the sciences is crucial for innovation. Yet, while STEM has quickly taken hold in education reform, STEAM is a more recent addition that has yet to gain as much traction.<sup>8</sup>

## FINDINGS FROM THE INTERVIEWS

### GENERAL PERSPECTIVES ON THE ROLE OF THE PRINCIPAL IN ARTS INTEGRATION

Interviewees at principal preparation programs unanimously agreed that the principal should be an advocate of the arts, and that he/she must always keep in mind that non-core subjects are equally as important as their core content counterparts. Several principal preparation program coordinators described how the principal plays a crucial role in the culture of the school, determining whether the school embraces the arts or not.

Regarding arts integration specifically, most interviewees stated that they and their faculty members felt positive or receptive to

the idea. One interviewee admitted that most of the institution's faculty do not know what arts integration is, but may be receptive to it after learning more. Other program coordinators were more familiar with the concept. None of the programs include arts integration in the standards that dictate their program decisions. Support for arts integration exists informally in some programs, but is not deliberately included in the curriculum.

### SNAPSHOT OF ARTS INTEGRATION PREPARATION STATEWIDE

Of our 12 interviewed institutions, eight do not provide preparation to support arts integration at all, three provide some preparation, and one reinforces the model.

For institutions providing little or no preparation for arts integration, the general feeling toward arts integration is that it would be a valuable asset to the curriculum of the principal preparation program. Yet since it is not a standard that the program is held accountable for, it becomes less of a priority than the other aspects that are required. According to one interviewee, "Our students graduate with skills outlined in the standards, and arts integration is not explicitly stated in the standards. I think it would be a positive thing for arts integration to be explicitly stated in the principal standards."

Institutions providing some preparation for arts integration differed in their approaches, though all agreed that they did not label or promote their actions as "art integration" deliberately. Multiple coordinators use arts integration in their instruction of pre-service principals and observe their colleagues doing the same. For example, one respondent incorporates the arts in her teaching of graduate courses and during faculty meetings, having graduate students use art forms to share their personal histories. While not explicitly incorporated in their principal preparation curriculum, other institutions offer opportunities for discussing arts integration when having conversations about content integration, school improvement projects, and teaching to multiple intelligences.

The research team also asked coordinators to describe any collaboration between teacher preparation and principal preparation programs around curriculum. Ideally, teacher preparation faculty would have opportunities to share their arts integration knowledge and expertise with principal preparation faculty. Unfortunately, these opportunities do not exist at any of the interviewed institutions. Of our 12 interviewed institutions, six do not have opportunities for principal preparation faculty to collaborate with teacher preparation faculty regarding curriculum. Two institutions have monthly meetings that incorporate both faculty groups, but curriculum is not the main focus. The last four interviewees are aware of what is taught in both programs, often because they teach in both programs.

However, this interview question spurred interest for many coordinators. They were surprised to report that their institution did not have any formal pathways for collaboration of this kind,

<sup>8</sup> Robelen, E. STEAM: Experts Make Case for Adding Arts to STEM. *Education Week*. December 1, 2011. [http://www.edweek.org/ew/articles/2011/12/01/13steam\\_ep.h31.html](http://www.edweek.org/ew/articles/2011/12/01/13steam_ep.h31.html)

and hoped that their newfound awareness of this issue would bring increased collaboration. One interviewee was skeptical that it would be easy to bring the two groups of faculty together. “Faculty of different programs are not used to working together and that may be a difficulty. But if deans are on board, and leading the effort, it may go smoother.” He mentioned that principal preparation faculty might be resistant to learning from teacher education faculty, but that teacher education faculty would embrace the opportunity to work together. However, if the dean of the school promotes the new direction, faculty will be less hesitant to accept the changes.

### **MODELS CURRENTLY IN USE TO SUPPORT ARTS INTEGRATION**

UNC Charlotte’s principal preparation program actively promotes arts integration. While this focus on arts integration was never intended or deliberately planned, two core curriculum courses contain elements that focus on preparation for arts integration: Curriculum Leadership and Instructional Leadership. These two courses are taught by faculty who research brain development and the arts. In Curriculum Leadership, pre-service principals interview teachers and show how they integrate content across all focus areas, including the arts. This project emphasizes the roles of teachers who teach outside of the tested areas. In Instructional Leadership, the professors emphasize how integration is important for cognitive development. The course uses David Sousa’s book *How the Brain Learns*, which highlights the importance of arts in cognitive development. Pre-service principals find this book incredibly helpful during and after the program. Their course evaluations report that they are going to keep the book on the shelf in their principal office. The assignments in Instructional Leadership also require students to use arts in their final presentations.

North Carolina Central University’s (NCCU) principal preparation program often teaches and assesses using arts integration, but does not teach pre-service principals how to support this integration specifically. According to Dr. Laurell Malone, the Chair of NC Central’s Master of School Administration program, “The way you engage students is the way you engage adults.” She and her faculty use their experience in the classroom and principal’s office to inform the way they teach and evaluate pre-service principals. For example, NCCU pre-service principals must complete a portfolio for certification. The portfolio includes six capstone products, many of which integrate the arts in their production. One product may have to be a video or a multimedia presentation. Performing arts also helps inform instruction in classes where skills are best practiced and evaluated through role-playing (e.g. one student plays the principal while another student plays a frustrated parent). Malone says, “In my classes, there are no standard tests, there are other ways to evaluate. There are other ways to find out if students have grasped a lesson.” NCCU prepares pre-service principals to integrate the arts by showing them what it looks like and making it part of the

culture of the school. Many of NCCU’s internships take place in arts-focused schools and many of the program’s certified principals go on to work in STEAM schools.

### **CHALLENGES TO PREPARING PRINCIPALS FOR ARTS INTEGRATION**

Many faculty and program directors are simply unaware of the recent push toward arts integration. According to one interviewee, “Some of the faculty in principal preparation haven’t been school leaders for years. We’re not up on the new initiatives and we haven’t led schools that have implemented them. We need new training to be in the loop on what the expectations should be.” Faculty that lack experience with arts integration will find it difficult to prepare pre-service principals to support a model that is unfamiliar to them.

Similarly, another program coordinator stated that faculty who had academic backgrounds, who had never taught or been principals before were less likely to integrate the arts in their own teaching. In this interviewee’s experience, practitioners that had worked in schools were more likely to embrace the model of arts integration and would be more receptive if it were emphasized in the program.

Another challenge to supporting arts integration is dwindling arts resources. Two coordinators observed that schools are losing their arts staff: “Elementary principals are telling us they are frustrated with losing their arts faculty. They want to keep them. It is pretty hard to emphasize the arts without any arts faculty.” Similarly, NCCU used to have a program for training arts teachers, but recently found that it was preparing students for a shrinking job market. In response, the school eliminated that program. Elementary schools and IHEs alike are losing resources that would help prepare principals to support arts integration.

Another challenge for principal preparation programs is the number of competing priorities they must juggle. The principal course of study is already packed full with content relating to principal standards. It would be very difficult to add any more content. There is also some frustration with the lack of consistency in principal standards over time. The standards change often, and IHEs must scramble to change along with them. One interviewee expressed concern that arts integration may become another standard for principals. His team is already extremely frustrated that they have no say in the creation of the standards. They feel they have more expertise in principal preparation than those who make the standards for principals.

### **OPPORTUNITIES TO PROVIDE SUPPORT**

Providing evidence that arts integration aligns with principals’ academic goals could be a step toward awareness and use of the model. Multiple coordinators mentioned that their faculty would be more receptive to the idea of arts integration if it could be demonstrated to improve student achievement. According to one respondent, “Schools and school leaders tend to place a priority on student achievement on standardized assessments...



if there was evidence that arts integration improves student achievement scores, there might be a greater focus on arts integration in the schools and in principal preparation.”

Several of the programs we spoke with mentioned the importance of cultural competency, social justice, and diversity within their programs. While all agree that the first priority of their program is to prepare principals to meet the expectations of the standards they will be assessed on, these programs had additional secondary focal points. For example, some interviewees mentioned that arts integration could flow seamlessly from lessons on social justice. According to one coordinator, “Every culture has music, every group has art, and that’s a great way to get kids engaged in learning about diversity.” NCCU integrates arts, science, and environmental justice with their use of the Project Learning Tree environmental education curriculum. NCCU also ensures that their pre-service principals have a mastery over technology, and often evaluate this mastery by assigning a multimedia presentation or other art form. Principal preparation programs attempting to begin a focus on arts integration may experience a smooth transition if they can align the goals of arts integration with the other goals of their programs.

Four interviewees mentioned that it would be useful for them, their faculty, and their pre-service principals to see exemplary arts integration in action. Ideally, they would receive funding to visit elementary schools and classrooms to see what supporting arts integration looks like in practice. However, viewing exemplars may also be possible using video or guest presentations. This could be especially effective if models include examples showing that arts

integration contributes to improved test scores. According to one coordinator, “Our students constantly tell us if it isn’t being tested, it is hard to make time for it. How can we minimize the fear around focusing on things other than test subject areas? Let’s show them where it is working.”

Three interviewees stated that professional development would be helpful to give faculty and coordinators of principal preparation programs a better understanding of how to support pre-service principals in this area. Multiple interviewees expressed reservation about the amount of time the programs already dedicate to the standards that principals are evaluated on. Programs barely have enough time to cover those standards in depth. However, if professional development for faculty helped them tailor arts integration support to fit their programs’ needs, they would be more successful implementing that support. Getting deans and principal preparation program chairs on board and allowing them to shape their own approach would smooth the transition into enhanced arts integration support.

Drs. Rebecca Shore, Mickey Dunaway, and Delores Lee from UNC-Charlotte are all supporters of the arts, and stated that they would welcome any conversations on this topic. Drs. Shore and Dunaway research the cognitive impacts of arts instruction and integrate the arts in their principal instruction. Dr. Lee mentioned their willingness to serve on a committee or help in any way.

## FINDINGS FROM A+ PRINCIPAL PROFESSIONAL DEVELOPMENT

The A+ schools network provides a model for arts integration. The vision of A+ Schools is to create arts-integration learning opportunities for all students and to use the arts as a catalyst for learning in all subject areas. There are more than 40 A+ schools across the State.

The research team attended an A+ summer conference in New Bern targeted for members in Eastern North Carolina. The conference included sessions for both teachers and administrators. The research team held an informal discussion with A+ principals and observed their professional development session.

### ONGOING PROFESSIONAL DEVELOPMENT AT SCHOOLS

A+ principals mentioned multiple times that ongoing professional development was one of the most critical components that A+ offers. The organization provides professional development upon request throughout the year. According to one principal, "That's very important when you hit that October dip." The beginning of the year always starts with high expectations and excitement, but motivation wanes by October. Having A+ come in and provide teachers with exciting lessons reinvigorates their instruction. Furthermore, the winter and early spring have such a heavy emphasis on testing that arts may, in the words of another principal, "fall by the wayside." Having A+ professional development during those months is also incredibly helpful.

A+ professional development not only occurs throughout the year, but A+ facilitators come to teachers at their schools. A+ staff work with teachers in their classrooms. Because teachers do not have to take time to travel for professional development, they are able to concentrate more on instruction. Furthermore, more targeted professional development is able to take place in the teacher's own classroom.

### SUMMER CONFERENCE

A+ principals also greatly value the summer conference. One principal described the experience as a chance to "connect, collaborate, and delve into the curriculum." Many principals bring their entire instructional team or multiple members of their teaching staff. The conference includes sessions to give teachers ideas for ways to integrate the arts, such as "Differentiating Instruction with Arts Integration" and "Using Drumming in Reading Lessons." These sessions provide best practices for arts integration across the curriculum and give teachers tools and resources they can use throughout the year. Principals and teachers are able to learn not only from the session instructors, but also from other A+ schools in the area. The conference also includes time at the end of each day for school teams to come together and reflect on what they learned with one another. Principals often use this time to align the curriculum for the year and make plans for when school starts.

### LESSONS FROM A+ EXPERIENCE

The State can learn from A+'s successes as well as from its less successful experiences. A+ is constantly taking member feedback and growing to better serve the needs of its members. By learning from A+, DPI can become more aware of current challenges in supporting arts integration and avoid less successful strategies.

A+ is currently in the process of building its online resources for teachers and principals. While school teams feel very positively toward the in-person professional development they receive from A+, they often fail to utilize the online resources A+ provides. During the principal professional development session, the A+ instructor encouraged principals to assign their teachers five minutes of perusal of the A+ Wikispace. "Have them just choose one area and dive into that for five minutes." The page contains so many resources that it can be overwhelming for someone who has never navigated it. This recommendation of five minutes of perusal requires teachers to dive into the resources, but allows them to look for ideas that interest them. This is a low-pressure way of introducing teachers to the online resource.

The Wikispace also includes online discussion groups and forums where teachers can post questions or ask for guidance. A+ staff answer their questions and pose discussion topics. The forum is meant to foster collaboration across schools; however, it is currently underutilized to the point of potential elimination. A+ has found some success connecting members through Facebook, but is still trying to find the best way to use technology to enhance their work.

A+ also tried a principal mentoring program where veteran A+ principals reached out to new A+ principals and offered guidance. The organization found that new principals were overwhelmed by their job transitions and that acclimating to new schools took quite a bit of time. During this time, new principals were too overwhelmed to accept mentoring. A+ is innovating to find new ways to support new A+ principals and ease their transitions.





## RECOMMENDATIONS

### PROFESSIONAL DEVELOPMENT FOR CURRENT PRINCIPALS AND PRINCIPAL PREP FACULTY

Surveys and interviews confirmed that many principals and faculty in principal preparation programs are unaware of the state policies around arts integration. At both levels, some are unaware of the difference between arts integration and other forms of arts education. At both levels, most view arts integration as a competing priority. As such, the goals of professional development must be two-fold:

1. Increase awareness of state policies around and the benefits of arts integration
2. Include evidence that arts integration supports other goals

Increasing awareness of arts integration should include increasing knowledge about teacher preparation program requirements. This knowledge will aid principals supporting arts integration in their schools and principal preparation programs collaborating with teacher preparation faculty.

Increasing awareness of arts integration should also include providing exemplars in this space. Principals and pre-service principal faculty expressed interest in seeing arts integration in action. They want to know how it works in practice and how it can affect their schools, their teachers, and their students.

In order to help principals and their preparation programs support arts integration, it will be crucial to show them how arts integration supports their other goals. These goals may range from school climate to student engagement, achievement, and attendance. If professional development presents arts integration as a tool to achieve current goals, principal stakeholders may cease viewing the model as a competing priority.

Home Base could be a helpful tool for DPI to utilize in the provision of resources and professional development. Arts integration trainings and resources can be made available to

educators through Home Base's professional development system and through the lessons and units that can be shared in the instructional improvement components of the system.

### REVISIT SB66 TASK FORCE RECOMMENDATIONS AROUND ARTS INTEGRATION

The SB66 Task Force Recommendations around Arts Integration informed SB724, which required that teachers be prepared to integrate the arts across the curriculum. These recommendations are worth revisiting as they relate to furthering arts integration in classrooms across the State. D.1- D.4 represent the recommendations of the task force.

- **D.1 Prioritize arts integration as a primary component of education reform.** D.1 addresses the prevailing concern that arts integration is a competing priority with education reform. Following this recommendation should include professional development that helps principals and other stakeholders incorporate arts integration into the goals they have already set for education reform in their institutions.
- **D.2 Require arts integration as a component of teacher and administrator preparation and licensure.** This recommendation would require professional development and resources for principal preparation programs so that they can support pre-service principals in arts integration. Following through with D.2 would ensure that principals have the tools they need to support the practice of arts integration when they enter schools in their new leadership roles.
- **D.3 Use the NC Educator Evaluation System (NCEES) to assess teachers' use of arts integration.** This recommendation would hold teachers accountable for using arts integration in their classrooms. As part of this recommendation's implementation, principals would need to know what excellent arts integration looks like and how to give constructive feedback to improve its practice. Schools and districts would need resources for teachers in order to prepare them for successful arts integration.
- **D.4 Use arts teachers as resources and consultants for arts integration within schools and across Local Education Agencies (LEAs).** D.4 addresses the prevailing concern that arts resources are currently dwindling in our universities and schools. Arts teachers are crucial resources for teachers to help them plan lessons and execute them successfully. This recommendation may require that additional resources be allocated to hiring and retaining arts teachers.

### CONTINUE TO SUPPORT A STRONG PARTNERSHIP BETWEEN DPI AND THE DEPARTMENT OF CULTURAL RESOURCES, INCLUDING THE A+ SCHOOLS PROGRAM

The progress that arts integration has enjoyed thus far in North Carolina would not have been possible without a strong partnership between DPI and the Department of Cultural Resources.

# APPENDIX 1: PRINCIPAL SURVEY INSTRUMENT

## Overview

The purpose of this survey is to better understand how school administrators in North Carolina approach Arts Integration. Arts Integration refers to using the arts as a catalyst for learning across the curriculum in all areas of learning where teachers use arts content and concepts with content and concepts from other subject areas to enhance or deepen student connections, understanding, and learning.

Thank you for taking the time to complete this survey. Your feedback is valued and appreciated.

## Scale Questions

Arts Integration across all curricula is a vital part of a student's education.

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

Arts Integration will positively affect student performance on standardized tests.

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

I understand the difference between "Arts Integration," "Arts Education," and "Arts Exposure."

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

There are clear processes in place at my school that make it easy for teachers to access community resources that support Arts Integration throughout the curriculum.

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

How much training have you received to support teachers in integrating the arts across the curriculum (in your principal licensure program, professional development, etc.)?

Far too Little  Too Little  About Right  Too Much  Far too Much

How many resources are designated within your school that are specifically appropriated for the purpose of Arts Integration?

Far too Little  Too Little  About Right  Too Much  Far too Much

How often do you actively foster a school-wide culture that embraces Arts Integration?

Never  Rarely  Sometimes  Most of the Time  Always

How often do you look for evidence of Arts Integration when you conduct teacher observations?

Never  Rarely  Sometimes  Most of the Time  Always

As the leader of the school, how often do you motivate your teachers to integrate the arts using incentives (i.e. formal recognition, promotions, praise, desirable assignments, mention in a newsletter/staff meeting, awards, etc.)?

Never  Rarely  Sometimes  Most of the Time  Always

How often do you allow for targeted planning time for your staff that can be used to plan arts integrated learning?

Never  Rarely  Sometimes  Most of the Time  Always

How often do you provide professional development opportunities for your teachers to learn how to successfully integrate the arts across the curriculum?

Never  Rarely  Sometimes  Most of the Time  Always

How familiar are you with the N.C. state law (GS 115-C-296) requiring teacher preparation programs to provide pre-service elementary teachers with tools to integrate the arts across the curriculum?

Very Unfamiliar  Somewhat Unfamiliar  Neither familiar nor unfamiliar  Somewhat Familiar  Very Familiar

**Check All That Apply**

What are the greatest challenges to arts integration at your school? Check all that apply.

- Time constraints
- Financial constraints
- Lack of teacher buy-in
- Lack of local school board support
- Lack of district administration support
- Lack of state Department of Public Instruction support
- Lack of parental/guardian support
- Lack of technical expertise
- Lack of community resources (e.g. art museums, art councils, etc.)
- Higher priorities take precedence
- Other

**Open Ended Responses**

In what other ways are you supporting Arts Integration at your school? Please explain below.

Is there anything else you would like to add to help us understand Arts Integration at your school?

**School Demographics**

What is your school ID number?

Approximately what percentage of your staff are classified as a "beginning teacher"?

In what type of setting is your school located?

- Rural
- Urban
- Suburban
- Other

**Personal Demographics**

How many years did you teach full-time in a classroom?

- <1
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- >30

How many years have you been a principal at your school?

- <1
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- >30

What is your experience with arts? Please check all that apply.

- Undergraduate courses
- Graduate courses
- Professional development
- Certifications
- None
- Other

What year did you receive your principal certification?



## APPENDIX 2: INTERVIEWEES

The authors of this report would like to thank the following individuals for contributing their time and providing the research team with thoughtful interviews.

Interviewee	Position	Institution
Peggy Smith	Coordinator, Master of School Administration	Campbell University
Marjorie Ringler	Advisor to the Masters of School Administration, Department of Educational Leadership	East Carolina University
Sandra Copeland	Graduate Program Coordinator, School Administration	Elizabeth City State Univ.
Dustin Johnson	Program Coordinator, Master of School Administration	High Point University
Laurell Malone	Chair, Master of School Administration	NC Central University
Susan Faircloth	Co-Coordinator, Educational Leadership Program	NC State University
Stanley Schinker	Coordinator of Off-Campus Master of School Administration Program	UNC-Chapel Hill
Delores Lee	Program Director, Master of School Administration	UNC-Charlotte
Larry Mabe	Program Director, Master of School Administration	UNC-Pembroke
Bill Sterrett	Program Coordinator, Master of School Administration	UNC-Wilmington
Ann Allen	Program Director, Master of School Administration	Western Carolina University
Lloyd Wimberly	Director, Graduate Programs in Education	Wingate University

## APPENDIX 3: INTERVIEW GUIDE FOR PRINCIPAL PREPARATION PROGRAMS

As you may know, the North Carolina legislature passed a law in 2012 that requires that pre-service elementary educators are prepared to integrate the arts across the curriculum. Although the law does not include principal licensure programs, we are interested in what, if anything, IHEs might be doing to prepare principals to support arts integration in their schools.

Arts integration is a model of education that uses fine and performing arts as the catalyst for learning across content areas. Teachers use arts content with content and concepts from other subject areas to enhance or deepen student connections, understanding, and learning. For example, a 4th grade teacher would use the arts within regular classroom instruction. She may collaborate with the visual arts teacher to create complimentary lessons that incorporate both visual arts and social studies curricula.

The goal of this project is to create a statewide snapshot of what principal preparation programs are doing to help facilitate arts integration in schools. Since principals play a crucial role in spearheading new initiatives and influencing the culture of a school, they have the potential to have a positive impact in the area of arts integration. The Educator Preparation team at DPI is hoping to find ways that they can support arts integration, without duplicating efforts that may be taking place in principal preparation programs.

I have several questions I'd like to ask you.

1. Before we start talking about the arts, I hope to understand how programs prepare principals to integrate subject matter across core content areas. In what ways does your program prepare principals to support integration across core content areas, like math, science, language arts, and social studies?

For example, using lessons from social studies to inform readings in language arts.

Switching gears a bit, the next question I have is about the arts in general, not necessarily just arts integration.

2. a. What do you believe the role of the principal should be with regard to the arts?  
b. Do you think your colleagues share your perspective on this topic?

My next few questions relate specifically to arts integration.

3. In what ways does your program prepare future school leaders to integrate the arts?

Probe (if respondent only gives examples of arts education or arts exposure): In what ways does your program prepare principals to support teachers in using arts as a tool for learning in content areas such as math, language arts, science, and social studies?

Probe (if respondent gives limited examples): Why do you think arts integration is not emphasized in the coursework for the principal licensure program?

4. What types of opportunities exist for faculty teaching in your principal preparation program to collaborate with faculty teaching in your teacher preparation programs (especially elementary) around curriculum issues?
5. How would you describe the general attitude among your IHE faculty towards arts integration?
6. What types of support or resources would help your program further its work in preparing principals to support arts integration?

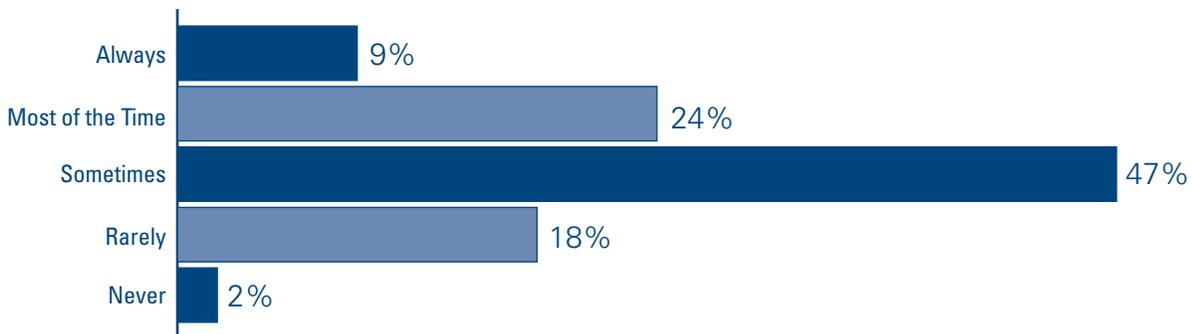
## APPENDIX 4: PRINCIPAL SURVEY RESPONSES

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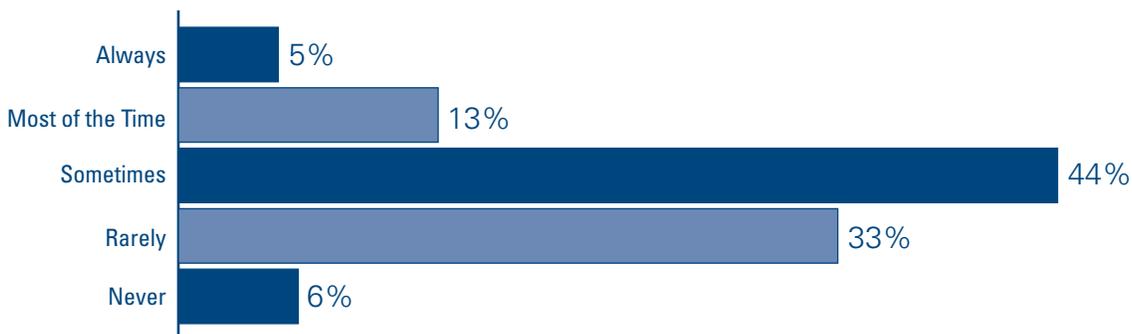
**There are clear processes in place at my school that make it easy for teachers to access community resources that support arts integration throughout the curriculum**



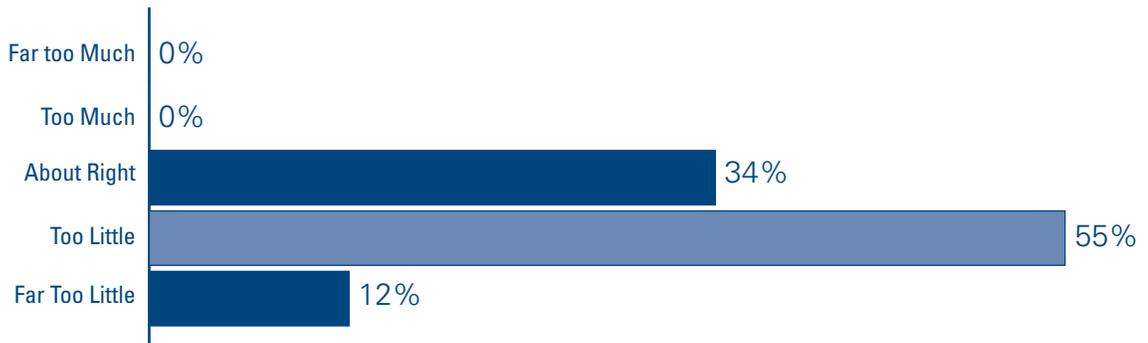
**How often do you actively foster a school-wide culture that embraces arts integration?**



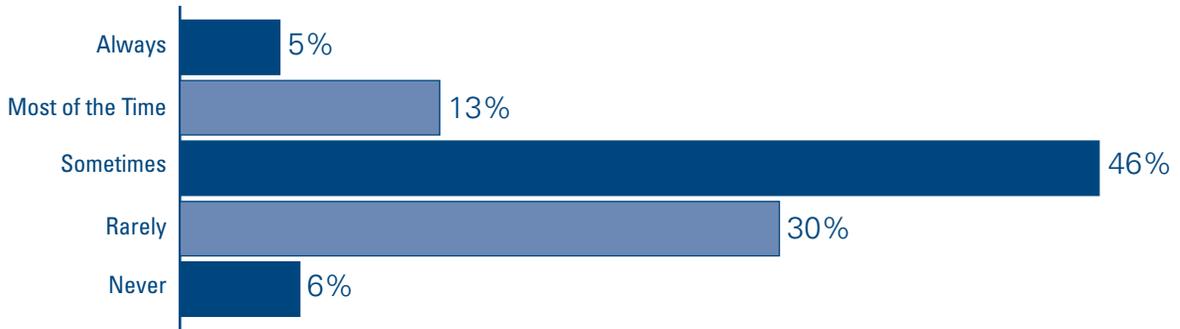
**How often do you look for evidence of arts integration when you conduct teacher observations?**



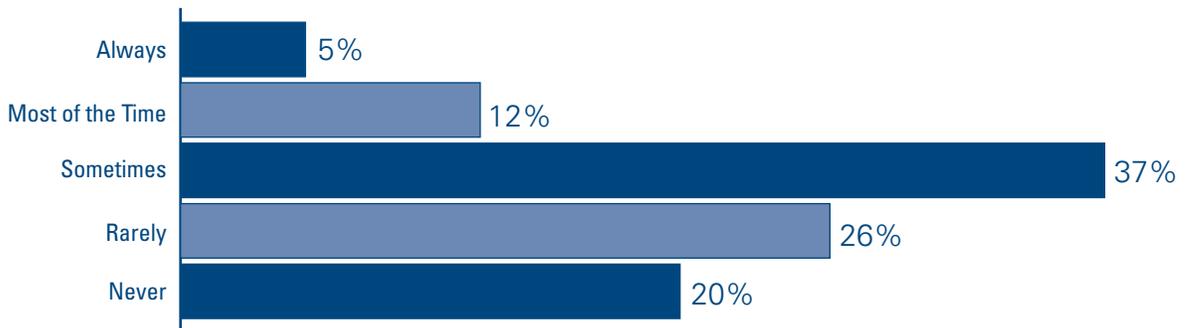
**How many resources are designated within your school that are specifically appropriated for the purpose of arts integration?**



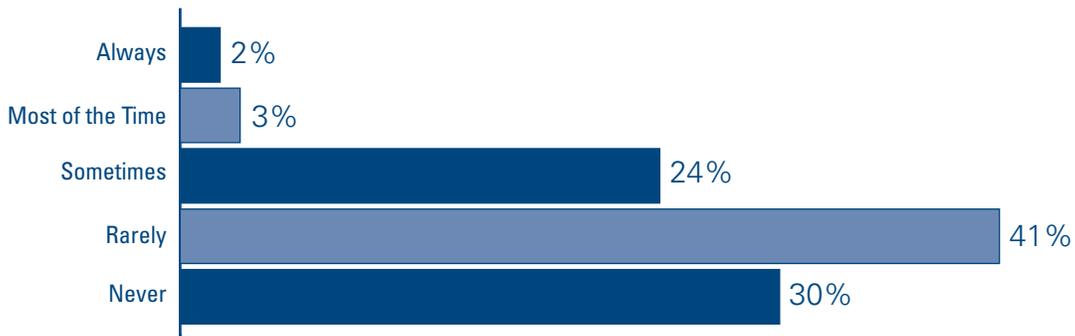
**As the leader of the school, how often do you motivate your teachers to integrate the arts using incentives (i.e. formal recognition, promotions, praise, desirable assignments, mention in newsletter, etc.)?**



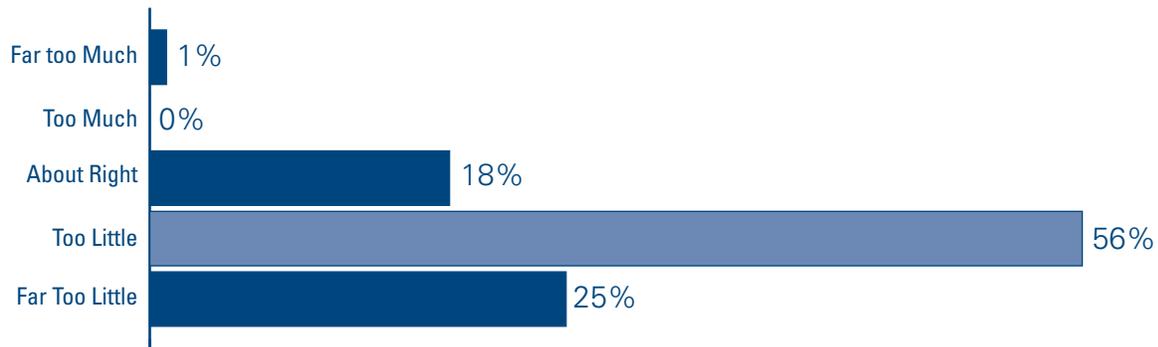
**How often do you allow for targeted planning time for your staff that can be used to plan arts integrated learning?**



**How often do you provide professional development opportunities for your teachers to learn how to successfully integrate the arts across the curriculum?**



**How much training have you received to support teachers in integrating the arts across the curriculum (in your principal licensure program, professional development, etc.)?**



**How familiar are you with the N.C. state law (GS 115-C-296) requiring teacher preparation programs to provide pre-service elementary teachers with tools to integrate the arts across the curriculum?**



What are the greatest challenges to arts integration at your school? Check all that apply.	Position	Institution
	Number of Responses	%
Time constraints	151	81%
Financial constraints	119	64%
Lack of teacher buy-in	50	27%
Lack of local school board support	20	11%
Lack of district administration support	25	13%
Lack of state support	37	20%
Lack of parental/guardian support	18	10%
Lack of technical expertise	40	22%
Lack of community resources (e.g. art museums, art councils, etc.)	58	31%
Higher priorities take precedence	121	65%
Other	27	15%

### Responses provided for "Other":

- Lack of awareness.
- Common planning time between classroom teachers and the arts' teachers
- Plate is too full
- We share positions between schools and this can be very limiting.
- Focus on Testing
- Not having a full time specialist at the school for the arts
- Testing mandates/accountability
- Lack of time in the day
- State and Federal dictates concerning what IS "growth."
- There is so much pressure to get testing(EOG, mCLASS, k-2 math assessments, benchmark testing that the arts are not as big as I wish they were.
- Teachers are insecure in "taking the time" away from what they perceive as "tested content". They are still not comfortable with knowing the impact of arts integration and the impact on test scores.
- This was my first year as a principal. I am a former music teacher. In establishing my leadership at our school, I had to first have staff see me as an instructional leader instead of solely as a music teacher. There were some significant changes that I made this year to strengthen instruction which left little energy for teachers to focus on anything else. It is



my intent to build a culture of Arts integration once our new culture of effective teaching and learning is established.

- Lack of knowledge at the administrative level
- Lack of planning time
- Lack of local PD opportunities
- Numerous tests taking up instructional time
- Constant changes in curriculum, Read to Achieve mandates
- Test preparation
- Standard 6
- Testing demands
- lack of professional development
- I want to state again...higher priorities take precedence.
- Testing
- Too many other demands
- Testing of course!
- High Stakes testing
- Lack of staff development opportunities

### Resources

- Arts Education Commission Final Report to the 2012 Regular Session of the 2011 General Assembly of North Carolina. April 19, 2012. Page 5. [http://www.artsn.org/docs/2012\\_ArtsEdComm\\_Report.pdf](http://www.artsn.org/docs/2012_ArtsEdComm_Report.pdf)
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- Coburn, 2005.
- There are 1,834 Elementary schools in North Carolina. Source: Public Schools of North Carolina. Facts and Figures 2012-2013. <http://www.ncpublicschools.org/docs/fbs/resources/data/factsfigures/2012-13figures.pdf>
- The A+ schools network provides a model for arts integration. The vision of A+ Schools is to create arts-integration learning opportunities for all students and to use the arts as a catalyst for learning in all subject areas. There are more than 40 A+ schools across the State.
- Robelen, E. STEAM: Experts Make Case for Adding Arts to STEM. *Education Week*. December 1, 2011. [http://www.edweek.org/ew/articles/2011/12/01/13steam\\_ep.h31.html](http://www.edweek.org/ew/articles/2011/12/01/13steam_ep.h31.html)



By Micah Guindon, Hunter Huffman, Allison Rose Socol, Sachi Takahashi-Rial

The Financial and Business Services Area is in its eighth year of the Research Intern Program. The Program is designed to help build a quality research program within NCDPI to supplement and supply data for discussions related to procedural, process, and policy changes. This year's program included students from Duke University's Master of Public Policy program, North Carolina State University's Master of Public Administration program, and The University of North Carolina at Chapel Hill's Master of Public Administration and Doctorate in Education programs. The intern program is managed by Eric Moore (919-807-3731) and Kayla Siler (919-807-3824) | [intern\\_research@dpi.nc.gov](mailto:intern_research@dpi.nc.gov).

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