

NCDPI Arts Education

Professional Development

Catalog

About This Document

This document contains titles, descriptions, and links to professional development orchestrated by the North Carolina Department of Public Instruction Arts Education Section in the Academic Standards Division. Topics are organized thematically, with the newest professional development offerings closest to the beginning of this document. Please refer to the Table of Contents below for an overview of offerings.

ALL Webinar recording PDs are worth 0.1 CEUs unless otherwise noted.

Several of the Professional Development Series have digital badging opportunities, and those requirements are listed with the series. Sessions *required* for the badge are marked with an asterisk (*) whereas the choice sessions are not.

Please reach out to the NCDPI Arts Education Team with any questions:

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Table of Contents

[VIMplementation](#)

[A Deeper Look: Unpacking the New Arts Education Standards](#)

[Common Framework](#)

[Connect Strand](#)

[Create Strand](#)

[Present Strand](#)

[Respond Strand](#)

[Portrait of an Arts Education Graduate](#)

Literacy in Arts Education

[Interpretive and Expressive Literacy Practices Inherent in Arts Education \(Canvas Course - 2.0 CEUs\)](#)

[Leveraging Literacy: Adapting Arts Education Instruction for Special Populations \(Canvas Course - 1.0 CEUs\)](#)

[Utilizing the Literacy Instructional Standards in Arts Education](#)

[Counselor Advising & Scheduling Tips for Arts Education](#)

[Deepening Learning Experiences Using Arts Integration](#)

[Leading and Learning in Virtual Arts Education - A SEADAE Series](#)

[Hipster Google: Tools You've Probably Never Heard Of](#)

[Google Tools for Music Education](#)

[Google Tools for Arts Education](#)

[Building Back Stronger](#)

[Building Standards Based Arts Ed Units Using Backwards Design](#)

[Supporting Neurodiverse Students in Arts Education](#)

[Meeting the Needs of Multilingual Learners in Arts Education](#)

[Building Positive Arts Education Teacher Environments](#)

[DAEL Town Hall - Arts Education Graduation Requirement](#)

[Accessing Federal Funds to Support Arts Education](#)

[SELf Care: Meeting the Needs of Adults through the Arts](#)

[Arts + SEL Series](#)

[Supporting Learning Differences in Arts Education](#)

[Virtual Arts Education Teaching & Learning](#)

[Making Lemonade Series](#)

[FEEDback Buffet Series](#)

[Virtual ArtsR4Life Professional Development Series](#)

VIMplementation

Curious how to implement five proficiency levels across seven (or more!) school years? The Vocal and Instrumental Music (VIM) Implementation Guide gives Public School Units, administrators, scheduling counselors, and VIM teachers examples for implementing the five VIM proficiency levels within and across the typical grade spans where VIM instruction typically occurs. The examples are for illustrative purposes only and are not intended to be prescriptive. This module will prepare **District Leaders** with a deeper understanding of the implementation procedures and also for explaining the process in a professional development for VIM teachers. You will need access to the VIMplementation Guide. You can access it at: go.ncdpi.gov/VIMplementation-Guide

Please submit your end-of-webinar survey for your CEU Certificate at
go.ncdpi.gov/NCDPIArtsEdPDSurvey

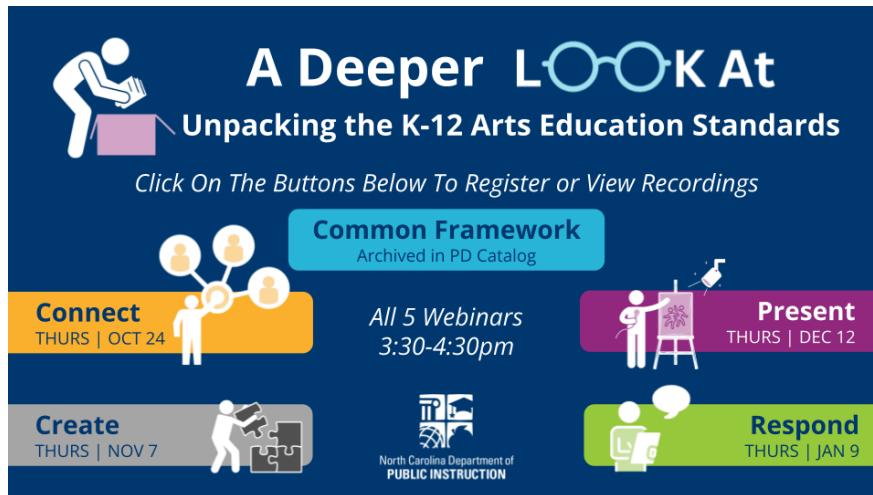
Note: This PD assumes a base-level of course code knowledge. If you feel like you need some more information on course codes, check out [this short two part series](#) created by the NCDPI Course Code Committee.

[Google Drive Recording](#)

[Slide Deck](#)

[Reflection Notecatcher](#)

A Deeper Look: Unpacking the New Arts Education Standards



The banner features a white stick figure icon on the left, looking into a pink open box. To the right, the title "A Deeper LOOK At Unpacking the K-12 Arts Education Standards" is displayed in white and blue text. Below the title is a subtitle "Click On The Buttons Below To Register or View Recordings". A blue button labeled "Common Framework" with the subtext "Archived in PD Catalog" is shown above four colored boxes: yellow ("Connect THURS | OCT 24"), purple ("Present THURS | DEC 12"), grey ("Create THURS | NOV 7"), and green ("Respond THURS | JAN 9"). The North Carolina Department of Public Instruction logo is at the bottom center.

Common Framework



Unpack the NEWLY REVISED K-12 Arts Education Standards: This session will assist administrators and educators in deeply examining the common framework of the four artistic process strands of Connect, Create, Present, and Respond and the eight standards and learning objectives in Dance, Music, Theatre, and Visual Arts. Participants will gain an understanding of how the new structure of the standards promotes interdisciplinary connections between the arts disciplines and other academic content. An overview of the new pathways for high school technical theatre and secondary general music will be included to support the expansion of course offerings in these disciplines.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Connect Strand



In this second webinar of the five-part Deeper Look series, participants will explore the CONNECT strand essential questions, enduring understandings, as well as key knowledge and skills students will need to know in vertical progressions of Dance, Music, Theatre Arts, and Visual Arts knowledge. Participants will understand what to expect from DPI unpacking documents, as well as how to locate resources for further support.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Create Strand



In this third webinar of the five-part Deeper Look series, participants will explore the CREATE strand essential questions, enduring understandings, as well as key knowledge and skills students will need to know in vertical progressions of Dance, Music, Theatre Arts, and Visual Arts knowledge. Additionally, participants will investigate the three taxonomies used to write the 2024 Arts Education Standard Courses of Study: Cognitive, Affective, and Psychomotor.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Present Strand



In this fourth webinar of the five-part Deeper Look series, participants will explore the PRESENT strand essential questions, enduring understandings, as well as key knowledge and skills students will need to know in vertical progressions of Dance, Music, Theatre Arts, and Visual Arts knowledge. Additionally, participants will understand what "Mastery" of the objectives looks like in practice and for placement of students into ensembles.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Respond Strand



In this last webinar of the five-part Deeper Look series, participants will explore the RESPOND strand essential questions, enduring understandings, as well as key knowledge and skills students will need to know in vertical progressions of Dance, Music, Theatre Arts, and Visual Arts knowledge. Additionally, participants will examine the purpose, format, and feasibility of assessment in Arts Education Classes.

[YouTube ReUnpacking the K-12 Arts Education Standards](#)[Slide Deck](#)[Reflection Journal](#)

A Deeper Look at the RESPOND Strandcording		
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Portrait of an Arts Education Graduate



The [Portrait of a Graduate](#) identifies seven competencies that North Carolina students should possess upon graduation from high school to help them thrive in the 21st century. (Adaptability, Collaboration, Communication, Critical Thinking, Empathy, Learner's Mindset, Personal Responsibility) We know that the Arts teach these areas more holistically than any other subject area. Join us for a hands-on exploration of how this portrait can be leveraged to communicate the importance of Arts Education in NC schools.

YouTube Recording	Slide Deck	Reflection Journal
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Interpretive & Expressive LITERACY

Practices Inherent in Arts Education



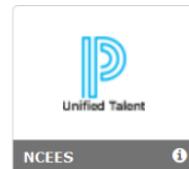
Self Paced

#23903 Interpretive and Expressive Literacy Practices Inherent in Arts Education

Arts Education shines when it comes to communicating through interpretive and expressive means that transcend language. This course takes a DEEP dive into instructional language, building vocabulary, as well as both content area and disciplinary literacy in the six WIDA modes of communication; (speaking, listening, representing, reading, writing, and viewing). For a total of 20 contact hours (2.0 CEUs), participants will engage in a study of best practices, routinely apply their learning, report back successes and opportunities for further learning, explore modifications for MLs, EC, AIG, as well as create a definition of "literacy" which fits the needs of their discipline, their student population, and best practices in the field.

How to Register in Canvas for the 2.0 CEU self-paced course: Interpretive and Expressive Literacy Practices Inherent in Arts Education

- Log into Home Base (IAM/NCEdCloud - my.ncedcloud.org)
- Sign in with your UID Number (10 Digits) and IAM password.
- If login issues are experienced – clear cache and cookies from the browser, log out of and close the browser. Then re-open the browser and navigate to my.ncedcloud.org.
- Use the Firefox browser if login issues continue and contact your local technology group for additional support.
- In your IAM Dashboard, click on the blue “P” icon to launch NCEES (NC Educator Effectiveness System)
- In NCEES, click on the **Professional Development** tab.
- In the Course Search container, type in the **Course Number** or the **Course Name** from below and click **Search**.



Search for a course or section.

23903

 Courses PD Playlist[Advanced Search](#) [Show All](#)[Search](#)**Course Number:** 23903**Course Name:** *Interpretive and Expressive Literacy Practices Inherent in Arts Education*

- Click on the course title link when search results are returned.
- Click on the **Start** button to start the course.
- After you close out the course, to access it again from NCEES click on the **My Courses** tab.
 - Click on the course title in the **My Courses** container.
 - A purple circle with dots = In Progress
 - A green circle with check mark = Completed
 - Click the **My Transcript** Button to view completed courses on the staff transcript

[Course Details](#)[Start](#) [Not Started](#)



Self Paced

#26337 Leveraging Literacy: Adapting Arts Education Instruction for Special Populations

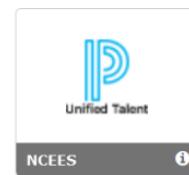


After learning about how language is used in Arts Education Classrooms and about how students engage with content and disciplinary literacy in interpretive and expressive domains, you're probably wondering about some of the more nuanced approaches that are needed to serve your ensembles. You might be wondering how to serve the linguistic needs of your AIG students. You may even be wondering what responsibility you have for assessing a student's ability to engage in disciplinary literacy, or what to do when literacy is a gateway skill needed to engage in your artform (You may be thinking, "How can my students do Twelfth Night if they have little fluency and struggle with reading comprehension?") It may be that even though you've shared your literacy projects with your administrators, they are asking you to go deeper and to serve your EC and Multilingual students in new ways. Though these requests can certainly be overwhelming, learning to leverage how you utilize literacy in your room can be a powerful advocacy tool and will strengthen your teaching practice.

This course specifically looks at the ways Dance, Music, Theatre Arts, and Visual Arts teachers support literacy practices of assessment, in ensembles, and for special populations like Exceptional Children, Multilingual Learners, and AIG students. Learn more about how the course is organized on the following pages.

How to Register in Canvas for the 1.0 CEU self-paced course: Leveraging Literacy: Adapting Arts Education Instruction for Special Populations

- Log into Home Base (IAM/NCEdCloud - my.ncedcloud.org)
- Sign in with your UID Number (10 Digits) and IAM password.
- If login issues are experienced – clear cache and cookies from the browser, log out of and close the browser. Then re-open the browser and navigate to my.ncedcloud.org.
- Use the Firefox browser if login issues continue and contact your local technology group for additional support.
- In your IAM Dashboard, click on the blue “P” icon to launch NCEES (NC Educator Effectiveness System)
- In NCEES, click on the **Professional Development** tab.
- In the Course Search container, type in the **Course Number** or the **Course Name** from below and click **Search**.



NCEES

Course Number: 26337

Course Name: Leveraging Literacy: Adapting Arts Education Instruction for Special Populations

- Click on the course title link when search results are returned.
- Click on the **Start** button to start the course.
- After you close out the course, to access it again from NCEES click on the **My Courses** tab.
 - Click on the course title in the **My Courses** container.
 - A purple circle with dots = In Progress
 - A green circle with check mark = Completed

Course Details

Start	Not Started
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Click the **My Transcript** Button to view completed courses on the staff transcript



Utilizing Literacy Instruction Standards in Arts Education

Utilizing the Literacy Instructional Standards in Arts Education

On October 7, 2021, the North Carolina State Board of Education approved the Literacy Instruction Standards (LIS) as outlined in Section V of SB 387: Excellent Public Schools Act of 2021. The LIS serve as a framework for the development and alignment of curriculum and instruction for all public schools. These standards are defined as a level of quality and equity to be used consistently within core literacy instruction statewide. While the NC Standard Course of Study (NCSCOS) sets student expectations, the LIS and their associated instructional practices set expectations for teaching literacy. The LIS are organized by grade-band and can be used to ensure that all teachers across North Carolina have a common understanding and delivery of literacy instruction.

While the LIS have been developed by grade bands, they should be used in tandem with appropriate grade-level texts of increasing complexity in order for students to fully meet the demands of the NCSCOS. This session will specifically address Literacy within both the elementary and secondary classrooms in Dance, Music, Theatre, and Visual Arts.

Please submit your end-of-webinar survey for your CEU Certificate at
go.ncdpi.gov/NCDPIArtsEdPDSurvey

[YouTube Recording](#)

[Slide Deck](#)

[Reflection Journal](#)



Counselor Advising & Scheduling Tips for Arts Education

The Counselor Advising and Scheduling Tips (CAST) for Arts Education Lunch & Learn is designed to guide school counselors and other course advisors in understanding North Carolina Arts Education programs, course codes, options, best practices, resources, etc., so that these educators can be best equipped to advise students on what courses to take to align with their future aspirations. We will specifically address the unique nature of these mastery-based standards, whether students can repeat the same course code (they can) and how to navigate the inherently honors structure with students of varying levels all in the same ensemble. Although this content is most relevant for high school counselors, any other school personnel are welcome to participate.

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go.ncdpi.gov/NCDPIArtsEdPDSurvey

[YouTube Recording](#)

[Slide Deck](#)

Reflection Journal - NA



Deepening Learning Experiences Using Arts Integration

AIG Students understand that ideas are not discrete and are interconnected in other subjects and are applicable in the real world. Integrating the arts into non-arts content extends the opportunity for AIG students to be hands-on, promote communication, collaboration, and think critically with connections with their prior knowledge. AIG students naturally make connections between what they are learning and the places in the real world where they make those connections. To support that important part of the learning process, providing arts integrated opportunities supports the way students are already thinking and learning.

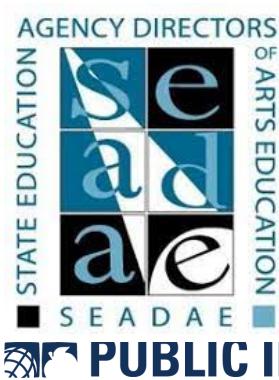
Please submit your end-of-webinar survey for your CEU Certificate at
go.ncdpi.gov/NCDPIArtsEdPDSurvey

[YouTube Recording](#)

[Slide Deck](#)

Reflection Journal - TBA

Leading and Learning in Virtual Arts Education - A SEADAE Series



Leading and Learning in Virtual Arts Education is a professional learning project intended to focus on the relationship between virtual learning and issues of arts education practice and policy that energy from current Diversity, Equity, Inclusion, & Access (DEIA) concerns. SEADAE hopes to increase their understanding of effective virtual arts education and arts leadership which will equip their members and the field with knowledge of virtual learning and practical guidance in using

Double Click Back to [Table of Contents](#)

virtual instruction in support of equitable access to arts education. Their work is partially funded by a grant from the National Endowment for the Arts. Learn more at seadae.org.

**Presenter: Eric Curts | @ericcurts**

Eric Curts is a veteran educator who currently serves as a Technology Integration Specialist for Stark County Education Service Center (North Canton, OH) where he oversees Google for Education implementation, training, and support, as well as other technology integration initiatives. Eric is an authorized Google for Education Trainer and Innovator, and provides training to schools, organizations, and conferences across the country. Eric runs the award-winning blog ControlAltAchieve where all of his edtech resources can be found, and is the author of the book "Control Alt Achieve: Rebooting Your Classroom with Creative Google Projects."

Please submit your end-of-webinar survey for your CEU Certificate at
go.ncdpi.gov/NCDPIArtsEdPDSurvey

Session 1: Hipster Google: Tools You've Probably Never Heard Of

Everyone knows about Google Docs, Search, and other common Google tools. But there are loads of smaller, lesser-known, but powerful tools that can be used for teaching and learning. Learn about 70+ hidden gems such as nGram, Trends, AutoDraw, Chrome Music Lab, Toontastic, Landlines, Meme Buddy, Reverse Image Search, Instant Search Cards, Semantris, Grasshopper, Art Palette, Timelapse, Data GIF Maker, and more.

[Drive Recording](#)[Resource Sheet](#)[Reflection Journal](#)

Session 2: Google Tools for Music Education

Music is a powerful tool for student learning and expression, and technology can provide many ways to enrich and extend this experience. In this session we explore Google tools for you and your students to create as well as learn about music. Tools covered will include Chrome Music Lab, Groove Pizza, Mix Lab, AI Duet, Inside Music, Soundtrap, Flat, Screencastify, and more.

[Drive Recording](#)[Resource Sheet](#)[Reflection Journal](#)

Session 3: Google Tools for Arts Education

Technology can allow students to create and explore in new and exciting ways. In this session we will explore Google tools for creating as well as learning about art. This will include Google Sheets to make Mondrian-esque art and pixel art, Google Drawings for self-portraits and mosaics, Google's Art and Culture site, Curator Table, Art Palette, AutoDraw, Just a Line, and more!

[Drive Recording](#)[Resource Sheet](#)[Reflection Journal](#)

Building Back Stronger



As we are all faced with the challenges of rebuilding arts education programs, we have put together a professional development series for District Arts Education Leaders this year targeting key populations and topics for building strong arts education programs. Even though this series is tailored for Arts Education leaders, any educator interested in the topics may attend:

[Developing Standards Based Units Using Backwards Design](#)

[Supporting Neurodiverse Students in Arts Education](#)

[Meeting the Needs of English Learners in Arts Education](#)

[Building Positive Arts Education Teacher Environments](#)

Please submit your end-of-webinar survey for your CEU Certificate at
go.ncdpi.gov/NCDPIArtsEdPDSurvey



Building Standards Based Arts Ed Units Using Backwards Design

Join two imaginary NC Arts Ed teachers as they unpack how to backward-design units of learning rooted in the NC Standard Course of Study, including rubrics that align to the measurable objectives and to the classroom activities leading to student success. This session is an Arts Education application of Tim Westerberg's five-step framework outlined in [Developing Well-Designed Standards-Based Units](#) (ASCD's Educational Leadership, July 2021). This recording is an excerpt from a longer meeting for District Arts Education Leaders.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Supporting Neurodiverse Students in Arts Education

All students deserve to have access to high-quality arts instruction, which includes ensuring that our Exceptional Children are able to participate in Visual Art, Dance, Theatre, and Music programs. This will be especially important with the implementation of the Arts Ed Graduation Requirement which every child will need to complete. Ensuring that all students are included in arts education requires that we prepare our Arts Educators and equip them with the tools necessary to support the needs of their students. This two-part webinar series will help District Arts Education Leaders understand why meeting the needs of these students is important, how creating sensory-friendly gallery and performance environments meets the needs of neurodiverse community members, and how teachers in the field are supporting neurodiverse students in all four arts areas. Leave the series with an understanding of how to make a plan with your local Arts Educators to meet the unique needs of their neurodiverse students, resources for further learning, and funding streams to tap into for professional development of Arts Educators in this area. These sessions will be recorded and archived in the [PD Catalog](#).

Please Note: Even though this session will be geared toward District Arts Education Leaders, anyone who works with Exceptional Children or Arts Education (including teachers) is more than welcome to attend.

Part I - Arts Education for ALL Students

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Part II: Classroom Applications

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)



Meeting the Needs of Multilingual Learners in Arts Education

No matter how you say it, “Art” reaches across languages and geography. All students deserve to have access to high-quality arts instruction, which includes ensuring that our English Learners are able to participate in Visual Art, Dance, Theatre, and Music programs. The language for learning these subjects is typically in English, and therefore it is imperative to equip Arts Education teachers with resources and the tools necessary to meet the needs of their English Learners. The four key language uses of Narrate, Argue, Inform, and Explain are the instructional language used by those teachers regardless of content, and can be leveraged by educators to make choices about prioritizing and coordinating content and language integration. The NCDPI ESL>Title III and Arts Education Teams have prepared a series for both District ESL and Arts Education Leaders to understand why utilizing the WIDA Framework in Arts Education is important, hear how arts teachers are meeting the needs of ELs in the field, and explore a new NCDPI resource with concrete examples of supporting English Learners all four arts areas. Leave the series excited to set up an ESL-Arts Education Collaboration to meet the unique needs of their English Learners, resources for further learning, and funding streams to tap into for professional development of Arts Educators in this area. These sessions will be recorded and archived in the [PD Catalog](#).

Please Note: Even though this session will be geared toward District Arts Education Leaders, anyone who works with English Learners or Arts Education (including teachers) is more than welcome to attend.

Part I - Arts Education for ALL Multilingual Learners

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Part II: Classroom Applications for Multilingual Learners

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)



BUILDING POSITIVE ARTS ED TEACHER ENVIRONMENTS

The logo features the words "BUILDING" and "POSITIVE" in large blue capital letters. Between them is a graphic of two stylized human figures, one pink and one purple, working together to assemble a stack of grey rectangular blocks. Below "BUILDING" and "POSITIVE" is the text "ARTS ED TEACHER ENVIRONMENTS" in purple capital letters. The background is a light blue gradient with a faint brick pattern.

Building Positive Arts Education Teacher Environments

We know teacher retention is paramount to building strong programs - and that starts with building positive teacher working environments. Sayward and Brandon unpack four building blocks district and principal leaders can cement into their leadership to build district and school environments where arts education teachers thrive.

Special Guests include Broughton High School dance teacher, Betsy Graves, and Principal Dr. Elena Ashburn, [2021 Wells Fargo NC Principal of the Year](#), to anchor our built-in professional development session on creating Positive Arts Education Teacher Environments. District Arts Education Leaders will also be encouraged to share their experiences and expertise with the field.

Please Note: Even though this session will be geared toward District Arts Education Leaders, anyone in Arts Education (including teachers) is more than welcome to attend.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

DAEL Town Halls



Updated GRAD-004 Policy

Join the NCDPI Arts Education Team and Director of Advanced Learning and Gifted Education, Sneha Shaw-Coltrane, to unpack the newly updated GRAD-004 Policy including the Arts Education graduation requirement. We will walk through the recently released [summary document](#) as well as answer questions from the field. All district administrators and/or data managers impacted by the recent update are welcome to join.

[YouTube Recording](#)[Slide Deck](#)[Arts Ed Grad Req FAQ](#)

Arts Education Graduation Requirement

Join us to learn more about the process the NCDPI Arts Ed Team is following and share your concerns with local implementation of the graduation requirement. Local LEA compliance with course codes is imperative for us to create sustainable structures for implementation and tracking of the graduation requirement, and your input on the way your LEA currently delivers middle school courses is helpful in crafting those structures.

Please note: Portions of this video have been edited to clarify content and information.

[YouTube Recording](#)[Slide Deck](#)[No Journal](#)

Accessing Federal Funds To Support Arts Education



Please Note: As of July 1, 2024, the survey mechanism has changed. Please submit your end-of-webinar survey for your CEU Certificate at go.ncdpi.gov/NCDPIArtsEdPDSurvey

Impacting Student Success with Title IV

Impacting Student Success through Title IV, Part A will give the arts education leader insight into the application for and uses of the flexible Student Support and Academic Enrichment Grant (SSAEG) that falls under Title IV, Part A of the Every Student Succeeds Act (ESSA). This presentation will focus on how arts education programs such as music, visual art, theatre, and dance can be supported through the grant and highlight the implementation journey of Davidson County Schools during the last three years. There will be an opportunity to learn about the federal landscape of this funding and a Q&A session for participants.

[YouTube Recording](#)[Slide Deck](#)

No Reflection Journal

Accessing Federal Funding to Support NC Arts Education

Learn more about the eligible uses of funds in the ESSER III law and how NC Districts are using the funding to support Arts Education learning loss and strengthen programs regardless of declined enrollment. Guest Speakers: Lynn Tuttle (Director of Public Policy, Research and Professional Development for the National Association for Music Education), and Nate McGaha (Executive Director of ArtsNC). Panelists: James Daugherty (Davidson County Schools) and Leigh Ann Little (Guilford County Schools).

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

SELf Care: Meeting the Needs of Adults through the Arts



Please Note: As of July 1, 2024, the survey mechanism has changed. Please submit your end-of-webinar survey for your CEU Certificate at go.ncdpi.gov/NCDPIArtsEdPDSurvey

About this Series

We all know that we cannot serve students from an empty cup. Every educator has been repeatedly told to put on their own oxygen mask first but for most, virtual, hybrid, and in-person teaching during the COVID-19 Pandemic has been overwhelmingly stressful. Many adults do not know where or how to begin to address their own SEL needs but are charged with leading these efforts for children. We are here to help! ALL educators are welcome to join in this 8-session series to learn practical techniques to manage stress, rekindle daily joy through the arts, and explore how to apply lessons learned in this series to the classroom through Arts Integrated SEL lessons for students. We look forward to sharing this valuable content with you and know that your students will be better served when you engage in a little SELf Care!

In 2015, our amazing predecessors created the ArtsR4Life conference to meet the social and emotional needs of adult educators of every content while simultaneously providing arts integration, arts education, and arts exposure through meaningful experiences. In this series, specifically meant to overcome the challenges associated with social distancing and a year of change, you will be able to:

- Renew yourself with small shifts to “Teach Happier”
- Rekindle your passion for joy, creating, and education with a variety of sessions offered in different arts disciplines

- Reflect on how meeting your SELf Care needs helps you teach better
- Reconnect with your peers, your content, and the SEL Competencies to empower your students to have their SEL needs met
- Rediscover the joy of education

[Check out the NCDPI SEL Resources](#)



The digital badge is circular with a blue and white design. It features the text "NCDPI Arts Ed" at the top, "SELf care" in the center, and "Meeting the SEL needs of Adults through the Arts" at the bottom. To the right of the badge, the text "EARN YOUR DIGITAL BADGE" is written in large, bold, purple letters. Below it, "Show Off Your Arts Education Skills" is written in blue letters. A call-to-action section below the text lists "Receive CEU Certificates from:" followed by a bulleted list: "Teach Happier", "The Mindful Classroom", "THREE additional sessions", and "Optional: Two A+ U Videos". At the bottom of this section is a link "Submit your request HERE!".

[Digital Badge Request Link](#)

Required Sessions are marked with an asterisk () below:*

TEACH Happier with Suzanne Dailey*

In this interactive session, you will learn realistic, manageable and proactive strategies based in positive psychology that will help us achieve work/life satisfaction while navigating this unique time of teaching. These small and manageable shifts, practiced over time, will help us teach happier, parent happier, partner happier, work happier, and increase our overall happiness and well-being. This session is led by [Suzanne Dailey](#), an instructional coach in the Central Bucks School District where she has the honor and joy of working with elementary teachers and students in 15 buildings. Suzanne is Nationally Board Certified, a Fellow of the National Writing Project, and has a Masters Degree in Reading. She writes for the Teach Better Team in her [monthly blog series, "Teach Happier"](#) and hosts the ["Teach Happier" weekly podcast](#).

[YouTube Recording](#)

[Slide Deck](#)

[Reflection Journal](#)

Life-Hacks for Grounding Yourself co-presented with the NC Symphony

Please join NC Symphony musician Rachel Niketopoulos for a wellness exploration. This class will give you life-hacks to instill grounded, happy feelings. Learn simple, but instantly effective calming techniques involving breathwork, visualization, and easy eye exercises. This session will be taught in such a way that teachers can revisit the video to reinforce the techniques as part of their self-care routine.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Mindful Moving with Sayward Grindley

Let's move in ways that provide love, care, and joy to our bodies and celebrate them. This session will address the use of movement in our daily lives, teaching, and creative practices by exploring how the use of language, imagery, positive associations, and anatomical awareness can enhance our own abilities to sustain our bodies and minds throughout our daily tasks. Let's practice movements that make us feel good!

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Mindful Meter with Brandon Roeder

Come rekindle your love of music making with others. This session will give you an opportunity to make music with others as well as share neuroscience-based strategies to integrate music into your overall wellness practice, leading to a healthier mind, body, and spirit. We will also explore the science behind how and why music affects us.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Mindful Making with Michelle Harrell and Ophelia Staton

Visual Journaling for Self Care with Michelle Harrell and Ophelia Staton: Visual Journaling for Self Care: Join a journal playdate with other educators to rest and refuel. Michelle Harrell and Ophelia Staton will model strategies for your own visual journaling to develop mindfulness and well-being using materials you already have on hand. Bring whatever old planner, sketchbook, or lined journal you happen to have nearby. You'll need a glue stick, scissors, and a nearby supply of junk mail, old to do lists, or notes for collage. You'll also need at least one marker- choose whatever size, color, or style works best for you and is already available. No art experience needed to participate.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Mindful M-agination with Triad Stage Learning Programs

Do you love to laugh? Be ready to leave your inhibitions behind in this session designed to reconnect with your playful spirit while using your whole body to tell a story (or a joke!) The amazing educators at Triad Stage will lead participants through clown warm ups, theatre games, and explore our imaginations in this session open to all educators.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

NCMA Virtual Teacher Workshop: Roots and Leaves Expressive Arts Experience

Join educator Marla Hawkins and the North Carolina Museum of Art for an expressive arts self-care workshop connecting visual art making, gentle yoga stretches, guided meditation and discussion to process our thoughts and feelings as we move through challenging times and look ahead to what keeps us rooted, growing, and healthy. Registration link forthcoming. Space will be limited.

[NCMA Recording](#)[Slide Deck](#)[Exit Ticket](#)

The Mindful Classroom with Elizabeth Peterson*

The arts can play a large role in your SELf care, but how does all this work translate to your classroom? What they say is true: Happy Teachers = Happy Kids, and now it's time to put this into action. Join Elizabeth as you explore ways to apply what you have learned through the experiences in this series into your own teaching. Elizabeth Peterson is the host of [The Inspired Classroom](#) and the creator of [SEAL, Social-Emotional Artistic Learning](#), a unique method of integrating the arts with SEL that empowers teachers to truly reach and teach their students.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

[A+ U Self-Care Videos, created by the A+ Schools of North Carolina](#)

This Self-Paced collection of A+ U Elective videos are for anyone looking for an opportunity for self-care, enjoyment and personal growth. Created by [A+ Schools of North Carolina](#), these short videos on a variety of topics are meant to support well-rounded learning for both personal and professional growth.

[YouTube Recordings](#)

ARTS + SEL Series



Please Note: As of July 1, 2024, the survey mechanism has changed. Please submit your end-of-webinar survey for your CEU Certificate at go.ncdpi.gov/NCDPIArtsEdPDSurvey

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies that can be taught in many [ways](#) across many [settings](#). Many educators and researchers are also exploring how best to [assess](#) these competencies.

Description from CASEL

- [NCDPI's SEL Website](#)
- [Webinars on Integrating SEL into EACH content areas](#)
- [NCDPI Standards Mapping Documents](#)



EARN YOUR DIGITAL BADGE Show Off Your Arts Education Skills

Attend and receive CEU Certificates from:

- Integrating SEL into Arts Education
- Integrating SEL into [Your Content Area]
- Any Additional Webinar of your choice

[Digital Badge Request Link](#)

Please Note: As of July 1, 2024, the survey mechanism has changed. Please submit your end-of-webinar survey for your CEU Certificate at go.ncdpi.gov/NCDPIArtsEdPDSurvey

Integrating SEL into Arts Education

This webinar series is designed for educators who want to learn more about integrating Social Emotional Learning (SEL) into their classrooms and standards-based curriculum. An overview of North Carolina's SEL initiatives will be shared, including the work of the NC SEL Implementation Team and the five CASEL Competencies and Core SEL Practices. The new SEL Standards Mapping documents will be explored, along with other resources that can support implementation of SEL into any PK-12 learning environment.

[YouTube Recording](#)

[Slide Deck](#)

[Reflection Journal](#)

Integrating SEL into Visual Art

Join A+ Schools of NC Fellows and SEL + Visual Art Guidance Document writers Nate Barton and Maggie Bennett as they share SEL integration examples from their own classroom into both Classroom Activities and Instructional Practices. Learn more about CASEL's three signature practices, and engage with the reflection journal to explore a process of how to purposefully connect SEL Competencies into classroom activities and practices that you are already doing.

[YouTube Recording](#)

[Slide Deck](#)

[Reflection Journal](#)

Integrating SEL into Theatre Arts

Join A+ Schools of NC Fellows and SEL + Theatre Art Guidance Document writers Jef Lambdin and Josh Batenhorst as they share SEL integration examples from their experiences as teaching artists. Learn more about CASEL's three signature practices, and engage with the reflection journal to explore a process of how to purposefully connect SEL Competencies into classroom activities and practices that you are already doing.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Integrating SEL into Music

Join A+ Schools of NC Fellows and SEL + Music Guidance Document writers Meg Boerner and Susan Zelasky as they share SEL integration examples from their own classroom into both Classroom Activities and Instructional Practices. Learn more about CASEL's three signature practices, and engage with the reflection journal to explore a process of how to purposefully connect SEL Competencies into classroom activities and practices that you are already doing.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Integrating SEL into Dance

Join Nationally recognized A+ Schools of NC Fellows and SEL + Dance Guidance Document writers Noël Grady-Smith & Sara Ridings as they share SEL integration examples from their own classroom into both Classroom Activities and Instructional Practices. Learn more about CASEL's three signature practices, and engage with the reflection journal to explore a process of how to purposefully connect SEL Competencies into classroom activities and practices that you are already doing.

[YouTube Recording](#)[Slide Deck](#)[Reflection Journal](#)

Emotions Alive - Crayola CreatED Webinar (All 5 Core Competencies)

Finding ways to discuss feelings can help children recognize and manage emotions. In this project, children will have fun as they design a card game that weaves social and emotional responses into the game play to help build understanding of themselves and others. The game will focus on recognizing emotions and gaining self-management skills. This video is in a recording of a Crayola Webinar presented with NCDPI K-12 Music and Theatre Arts Consultant, Brandon Roeder (and his family), on SEL Games at home.

[Webinar Recording](#)[Slide Deck](#)[Emotional Alive! Project PDF](#)

Integrating Art to Build SEL Competencies (All 5 Core Competencies)

Brandon Roeder and Sayward Grindley from the NC Department of Public Instruction joined the NCMA Education team to discuss how integrating art into the classroom supports Social Emotional Learning (SEL). Educators practiced a series of strategies discussing works of art that addresses the five core competencies in the framework created by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

[NCMA Recording](#)[Slide Deck](#)[NCMA SEL Resources](#)

Creating Self-Regulated Learners (Self-Management)

Students acquire knowledge through teacher led instruction. Every day, students are required to go into your classrooms to learn about a new concept, reinforce old concepts, and reflect upon how they learned and what their progress is. Well, you do the reflecting for the most part. But why not teach students how to regulate their OWN learning? Teach students how to track their progress at home, in the classroom, and how to reflect on their own progress? The old adage in music is "Go practice it." But, how many students actually know how to practice? In this session, Matthew Holt, one of the Orchestra Directors at Durham School of the Arts, will teach you what self-regulated learners look like, what the benefits are in and outside the classroom, how to increase individual transfer of learning, and how this is so critical to the COVID-19 school year.

[YouTube Recording](#)[Slide Deck](#)

Reflection Journal - TBA

Supporting Learning Differences In Arts Education



Please Note: As of July 1, 2024, the survey mechanism has changed. Please submit your end-of-webinar survey for your CEU Certificate at go.ncdpi.gov/NCDPIArtsEdPDSurvey

Virtual Tools for Supporting Learning Differences in Arts Education

Join NCSU Professor Dr. Lisa Hervey once more as she shares online tools for empowering all students to take control of their own learning, supporting English Learners and students with Tier 2 and 3 MTSS supports. A timely webinar for the Virtual Education world we are currently living in, these tools will transfer from Crisis to Classroom when the pandemic ends.

[YouTube Recording](#)[Slide Deck](#)

Reflection Journal - TBA

MTSS (Multi-Tiered System of Supports) for Arts Educators: What Does it Mean for Me?

Join Beth Rice, [Integrated Academic & Behavior Systems](#) Student Supports Consultant, CASEL CSI Team Lead at North Carolina Department of Public Instruction, and the NCDPI Arts Ed Team to unpack the [MTSS](#) Framework and how it impacts our students, both in and outside of Arts Education. Walk away knowing how to utilize the structure to set your students up for success, and how to support students whose Tier 2 and 3 modifications impact the Arts Ed classroom in ways you may have never thought of. We will explore these MTSS learning targets: build common language and understanding of Multi-Tiered System of Support (MTSS), examine six critical components of MTSS, identify integrated systems within an MTSS and explore the role of individuals in an MTSS.

[YouTube Recording](#)[Slide Deck](#)[Participant Notes](#)

[SDI within an MTSS for Arts Educators](#)

We all have at least one student who needs specific interventions. Are you wondering how to meet their needs most effectively? Join Ginger Cash, NCDPI Intervention Consultant, in this webinar where we dig into specific Dance, Music, Theatre, and Visual Arts classrooms to meet the needs of students with IEPs (or any other specific learning modifications). You will come away from this webinar with the tools you need to effectively plan for instruction specially designed to improve every student's outcomes.

[YouTube Recording](#)[Slide Deck](#)[Participant Notes](#)

Virtual Arts Education Teaching & Learning

During the COVID Pandemic of 2020-2021, Educators across the state came together to support Arts Educators learn best practices for teaching their content online. Several NCDPI Arts Education Webinar Series were born from this need, and we have determined two to be evergreen: the [Making Lemonade Series](#) dealt with practical components of setting up and teaching virtually both in general and in specific arts disciplines; and the [FEEDback Buffet Series](#) covered virtual differentiated assessment practices and feedback mechanisms.

Making Lemonade Series



Please Note: As of July 1, 2024, the survey mechanism has changed. Please submit your end-of-webinar survey for your CEU Certificate at go.ncdpi.gov/NCDPIArtsEdPDSurvey

If you are unable to find a session, look under [Arts + SEL](#)

EARN YOUR DIGITAL BADGE
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Arts Education Skills

Receive CEU Certificates from:

- Canvas or Google Classroom
- Fine Arts Remote Learning Strategies
- Rethinking [Remote] Lesson Plans
- YOUR Discipline's Webinar
- Two other webinars of your choice!

Submit your request [HERE!](#)

Click [HERE](#) to request your Digital Badge!

Canvas for Arts Educators

As part one of our "Making Lemonade" PLC series, Pam Bachelor, NCDPI Digital Learning Systems Consultant, will be sharing how Arts Educators can best utilize the Canvas learning management system (LMS) for their courses in the fall. A musician herself, she recognizes the challenges of being an arts teacher online and is excited to assist the field in conquering those challenges.

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

Fine Arts Remote Learning Strategies

Kelly Bisogno, Virginia Department of Education's Coordinator of Fine Arts and former Online Visual Arts Teacher, shares her experience, expertise, and deep understanding of how to teach standards-based arts ed lessons to diverse learners. Kelly shares her knowledge of how to create a culture of trust, create frameworks for learning that will support ALL learners, communicate effectively, make online learning meaningful and visible while sharing real examples from her online courses.

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

Pear Deck for Arts Ed: Interactive Presentations, Even from Home

Wanting to engage students more even remotely? With [Pear Deck](#), bring your lessons to life with interactive activities and formative questions that students can answer in real time! Come learn how you can use this great tool with your students! We will set up your Pear Deck Account, create lessons, use Pear Deck extensively, and view a multitude of examples for how to use Pear Deck in the Blended or Remote Teaching environment.

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

Rethinking [Remote] Lesson Plans

Let's get back to the basics of detailed lesson planning, just like when we first started teaching, but rethinking our approach. This session will talk about lesson planning essentials, templates, and tips for creating arts education lesson plans that transition well to online and blended learning. Please feel free to bring and share your own lessons and ideas for starting points.

As an instructional coach for an entire school at Mooresville Middle School, Felicia observed different classes online every day, learning how each one best operates online during remote learning. As a former arts educator, she has a passion for reimaging effective instruction from other areas to make it relevant for the arts.

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

Google Classroom for Arts Education

In this session, you will hear about: Tips and Tricks for Google Classroom, Successful District-Level Implementation, Clear examples of how to use in remote learning, Other tools that integrate with Google Classroom, and a Q&A session.

Join Andrew Markoch, Vance County Schools Director of Fine Arts and Innovation, Kate Cummings, NC Dance Education Organization President, and Jill Taylor, Manager of School and Teacher Programs at the NC Museum of Art as they share how Google Classroom can be utilized to by Arts Educators from a school district to a classroom level. Brandon Roeder, your Music and Theatre Arts Consultant, will share how he utilized Google tools in his instruction across multiple music disciplines and grade levels.

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

Dancing Alone, But Together

How can we make it the BEST it can BE as we dance alone but together, reach the whole student and explore the 3 C's- Connect, Create, Compassion. Presented by Betsy Graves, Dance Director, Needham B. Broughton High School, 2017-2018 Wake County Teacher of the Year, 2018-2019 Magnet Schools of America Region IV Teacher of the Year.

This webinar will discuss the following:

- Day to day virtual operations (Scheduling, Student Leadership, Class ideas, Rehearsal struggles and successes, How to keep it fresh (Testimonies from students))
- Virtual production and editing (Software, Timing, Student Involvement , Live Stream helpful hints)
- Enrichment experiences (Master Class Series, Student led Bonding, Statewide virtual DPA, Collaboration amongst programs)

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

Thinking Outside the Box - 90 minute Session

Are you finding it challenging to be innovative in your new virtual classroom? Have you been overwhelmed by combining tech tools to present engaging content to your students?

During these challenging times, while educating our students is still a priority, there are many questions on how to provide an authentic arts education experience. Among the many, you may be asking yourself: How will I meet with my students? What kind of assignments should I give? What about supplies and materials? How do I deal with grading?

Join three incredibly tech-savvy visual arts educators and discover a plethora of Web 2.0 tools and lessons ideas that increase participation, engagement, and meaning for our students! They will each share specific examples of their outside the box, that have been successful in their own classrooms, and then host discussion and Q&A about how to best make remote learning work for visual arts in creative and innovative ways.

Presented by:

- Katie Mabe Royal, A high school art teacher with the North Carolina Virtual Academy
- Lissa Pedersen, an elementary art teacher with a great take on making YouTube work, and
- Nate Barton, a 6-12 art teacher and A+ Fellow

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

Rehearsal and Beyond: How to Teach Music Online - 90 Minute Panel with Q&A

If you want your kids to sing or play in the virtual or hybrid environment, come to this session! Join Michelle Rose - NC Virtual Music Teacher, Andrew Craft - Secondary Music Administrator, Winston-Salem/Forsyth County Schools, Amber Houk - Elementary Music Teacher, Jason Spencer - NC Symphony Education Director, and Justin Dickson - Middle School Band Director, Wake County Public Schools to explore lessons learned from the spring, and exciting plans for the fall. Having taught virtually for 4 years, Michelle Rose will share a plethora of knowledge and "how-tos" ready-to-go for the fall!

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

Virtual Drama Games: Creating Stories through Ensemble Building - 90 minute Workshop

How do you adapt classroom experiences that are usually done in a large group setting to build a community online? How do we shift the focus of what we learn about drama from the interpersonal connections in a shared space to how to connect through the screen and camera, and use those tools with purpose for ensemble building? This session will allow participants to experience ensemble building games adapted for the virtual world, as educators step into the role of the student. We will then lead into a discussion for developing strategies and applications of these tools to build and ensemble with your class remotely or when you get back in person. These strategies can be used along with elements of literature and storytelling to have students take part in the devising process of creating stories or performances specifically for the virtual platform. You are invited to participate at your comfort level.

Presented by Dani Keil, Triad Stage Learning Director

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

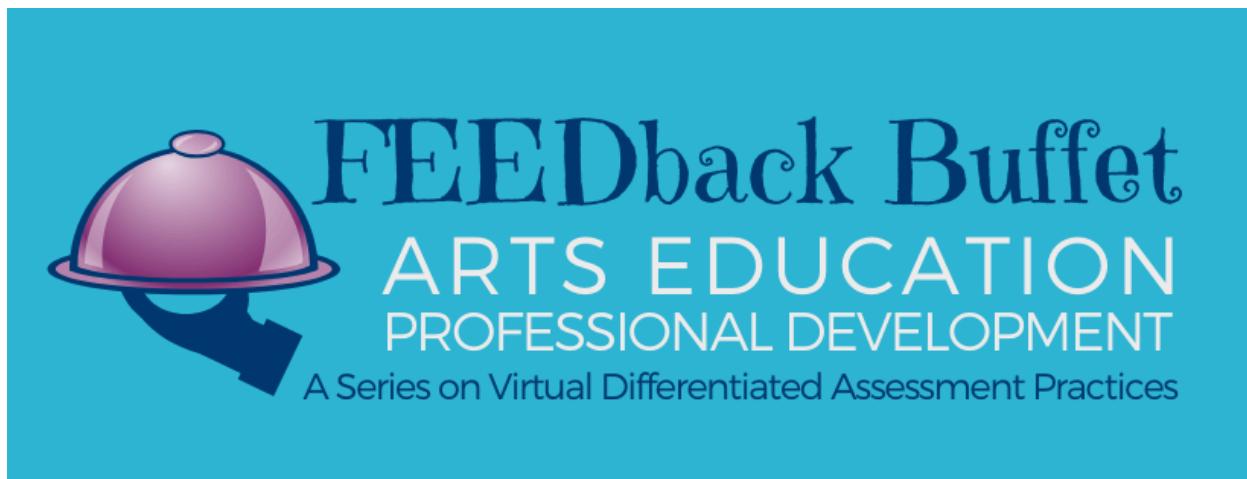
Bitmoji Classroom for Arts Educators

Most of us have already used or at least seen Bitmojis, but now let's explore ways to use them to engage our learners and make virtual environments more interactive. This SUPER INTERACTIVE AND HANDS ON session will explore ways to create virtual, interactive classrooms using Bitmoji and other simple tools. We'll show you lots of tricks and then you'll have time to ask questions and try building your own! You'll leave this session with a start to a Bitmoji classroom for the fall and lots of resources to help you moving forward.

- Ready to dive in? Check out this [link to the one-pager](#) that explains how to download and create a Bitmoji.

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

FEEDback Buffet Series



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A Series on Virtual Differentiated Assessment Practices

A lot is going on in our world right now, and Arts Educators need to slow down and focus on what is most important for their students at this moment and the rest of this school year. Come FEAST at our FEEDBACK BUFFET as you learn how to retool, refocus, and rethink how you can better connect with and teach your students in a 3 part series focused on differentiated virtual assessment practices.

Presented by: Dr. Lisa Hervey, NBCT, is a Senior Research Scholar & Digital Learning Coach at the Friday Institute for Educational Innovation and Teaching Professor in the College of Education - Instructional Technology Program at North Carolina State University. With over 16 years of experience, starting with 10 years as a public school 6th - 8th Language Arts teacher, her learning and teaching now focuses on the creation and facilitation of both face-to-face and online professional development that supports pre- and in-service educators in transforming their digital pedagogies and teach beyond the tools.



Click [HERE](#) to request your Digital Badge!

Please Note: As of July 1, 2024, the survey mechanism has changed. Please submit your end-of-webinar survey for your CEU Certificate at go.ncdpi.gov/NCDPIArtsEdPDSurvey

Part 1: Multimedia Feedback Tools

This session covers Padlet, Screencastify, and Vocaroo. Think you know these tools? Think again! Dive deep into how to use these tools to give both public and private feedback while connecting with your students - even while socially distanced. But these tools translate from Crisis TO Classroom! Keep using these tools when school returns to the brick-and-mortar setting!

[YouTube Recording](#)

[Slide Deck](#)

[End of Webinar Survey](#)

Part 2: Flipgrid First Course

This session covers flipgrid basics. By the end of the webinar, you will understand why Flipgrid helps to engage and assess students, view and participate in live demonstrations of Flipgrid that can be used for meaningful feedback and assessment, and gain information, examples, and ideas for how to use and implement Flipgrid into your own classroom.

[YouTube Recording](#)

[Slide Deck](#)

[End of Webinar Survey](#)

Part 3: Flipgrid Desserts

Who doesn't love dessert? Dig in to discover the richness that is flipgrid and savor every moment while digesting all of this amazing knowledge! This session covers Flipgrid's Discovery Library and Immersive Reader for those who are comfortable with [Flipgrid Basics](https://youtu.be/C_ZmZPpXlic) (https://youtu.be/C_ZmZPpXlic). By the end of the webinar, you will understand why Flipgrid helps to engage and assess students, view and participate in live demonstrations of Flipgrid that can be used for meaningful feedback and assessment, and gain information, examples, and ideas for how to use and implement Flipgrid into your own classroom.

[YouTube Recording](#)[Slide Deck](#)[End of Webinar Survey](#)

2017-2018 Virtual ArtsR4Life Professional Development Series



The 2017-18 virtual PD series is being developed in collaboration with partners at the NC Arts Council. Participants will have an opportunity to attend sessions around Comprehensive Arts Education, to include: Arts Education, Arts Integration, and Arts Exposure. A certificate, which can be used toward CEU credit with approval by the local school system, will be available following completion of each module. The modules can be taken individually or bundled together, depending on needs of participants. The audience includes arts educators, administrators, regular ed classroom educators, and teaching artists, who can select those sessions most applicable according to needs.

Please Note: As of July 1, 2024, the survey mechanism has changed. Please submit your end-of-webinar survey for your CEU Certificate at go.ncdpi.gov/NCDPIArtsEdPDSurvey

Module 1: "Double Standards" Arts Education

This module includes approximately 25 minutes of recorded content with approximately 35 minutes of opportunities embedded within the module to reflect and discuss the content.** In order to complete the one hour of training, participants will be asked to pause the episode at various points throughout the training to reflect either individually, with a partner, or in professional learning teams about the content and capture this information (either jot down notes or electronically).

[YouTube Recording](#)

No Slide Deck

[Evaluation for Module 1](#)

Module 2: "Get on Your Feet"

This module includes approximately 40 minutes of recorded content with approximately 20 minutes of opportunities embedded within the module to reflect and discuss the content.**

In order to complete the one hour of training, participants will be asked to pause the episode at various points throughout the training to reflect either individually, with a partner, or in professional learning teams about the content and capture this information (either jot down notes or electronically).

At the end of the module, participants will complete an [evaluation](#), which should take about 10 minutes. The evaluation requires written documentation for how content will be applied in practice. Successful completion and submission of the evaluation provides participants with a link to access and print the Certificate of Participation for the module.

[YouTube Recording](#)[Resources for Module 2](#)[Evaluation for Module 2](#)

Module 3: "Raise the Roof" Arts Education

This module includes approximately 40 minutes of recorded content with approximately 20 minutes of opportunities embedded within the module to reflect and discuss the content.

In order to complete the one hour of training, participants will be asked to pause the episode at various points throughout the training to reflect either individually, with a partner, or in professional learning teams about the content and capture this information (either jot down notes or electronically).

At the end of the module, participants will complete an [evaluation](#), which should take about 10 minutes. The evaluation requires written documentation for how content will be applied in practice. Successful completion and submission of the evaluation provides participants with a link to access and print the Certificate of Participation for the module.

Please complete [this evaluation](#) upon completion of the module on the website.

[YouTube Recording](#)[Resources for Module 3](#)[Evaluation for Module 3](#)

Module 4 "Mission Possible" Arts Exposure and Module 10 "Double Exposure" Arts Exposure

*Note. This is a combination of two modules, Module 4 "Mission Possible" and Module 10 "Double Exposure."

There are two options to complete this 2 hour module:

1. Download and listen to one of the two Arts Exposure Panel Discussions and complete one of the two worksheets and evaluation to receive your certificate of completion for two contact hours. (The discussions are available to download as both a video file or audio file)
2. You may listen to both panel discussions and complete both worksheets for an additional two hour completion certificate. (Remember to always seek prior approval from your L.E.A. or school before seeking professional development.)

Module 4 Recording Module 10 Recording	Resources for Module 4&10	Evaluation for Module 4/10
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Module 5 "Fascinating Rhythms" Arts Integration-Music

This module includes approximately 45 minutes of recorded content with approximately 15 minutes of opportunities embedded within the module to reflect and discuss the content.

In order to complete the one hour of training, participants will be asked to pause the episode at various points throughout the training to reflect either individually, with a partner, or in professional learning teams about the content and capture this information (either jot down notes or electronically).

At the end of the module, participants will complete an [evaluation](#), which should take about 10 minutes. The evaluation requires written documentation for how content will be applied in practice. Successful completion and submission of the evaluation provides participants with a link to access and print the Certificate of Participation for the module.

Module 5 Recording	Resources for Module 5	Evaluation for Module 5
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Module 7 "Curtain Up, Light the Lights"

This module includes approximately 45 minutes of recorded content with approximately 15 minutes of opportunities embedded within the module to reflect and discuss the content.**

In order to complete the one hour of training, participants will be asked to pause the episode at various points throughout the training to reflect either individually, with a partner, or in professional learning teams about the content and capture this information (either jot down notes or electronically).

At the end of the module, participants will complete an [evaluation](#), which should take about 10 minutes. The evaluation requires written documentation for how content will be applied in practice. Successful completion and submission of the evaluation provides participants with a link to access and print the Certificate of Participation for the module.

Module 7 Recording	Resources for Module 7	Evaluation for Module 7
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Module 8 "Walking the Walk"

We are still in search of the extra materials for this Module. It was lost in the migration from Wikispaces. You can watch the video below.

If you happen to have resources for this module, please contact Brandon Roeder.

Module 8 Recording	No Resources for Module 8	No Evaluation for Module
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Module 9 "Adding Colors To Your Palette"

This module includes approximately 40 minutes of recorded content with approximately 20 minutes of opportunities embedded within the module to reflect and discuss the content.**

In order to complete the one hour of training, participants will be asked to pause the episode at various points throughout the training to reflect either individually, with a partner, or in professional learning teams about the content and capture this information (either jot down notes or electronically).

At the end of the module, participants will complete an evaluation, which should take about 10 minutes. The evaluation requires written documentation for how content will be applied in practice. Successful completion and submission of the evaluation provides participants with a link to access and print the Certificate of Participation for the module.

[Module 9 Recording](#)[Resources for Module 9](#)[Evaluation for Module 9](#)

VIRTUAL PD RESOURCES

Resources for Module 2

- [A+ Schools of NC](#): Some of the sample dance integration videos in this module were filmed at A+ Schools in NC.
- ["The Responsive Classroom" Article](#) that we referenced with the six good reasons for integrating the arts.
- This is the [article we quoted from Association of American educators](#) on the benefits of arts integration.
- This is the [Fortune Magazine article we referenced](#) when talking about the skills that CEOs are seeking in their ideal job candidates.
- Here's the [complete video](#) that we took two selections from for the beginning and ending of the module. This was filmed at Arts-Based School in Winston-Salem as a part of the NAEP-Arts release event.
- The [Kennedy Center Arts Edge website](#) is a great resource for arts integration in general, and also has a lesson plan database. The lesson plan about human body systems that we shared in this module came from the ArtsEdge site.
- This is the video we used to model the "[body systems dance](#)" lesson.
- This [Edutopia webpage](#) provides a wealth of resources for using arts integration in the classroom.
- The [Teacher Twist Website](#) is where we started with the "Tips for Teaching Dance" before we modified them for the non-dance classroom. There are also some dance-integrated lesson plans available on this site.

- This pdf, [Creative Dance Integration Lesson Plans by Erika Cravath](#) also shares the "tips" for using dance in your classroom that we modified. There are also many other useful resources in the pdf. This resource may be posted for non-profit educational purposes.

KEEP IN MIND: As with any lesson plan you find on the internet, the above-referenced resources may not be connected to your own state's standards. You will likely need to modify any plans you select to assure that the standards you are responsible for teaching are clearly embedded in each lesson.

Resources for Module 3

- [NCDPI Arts Ed Webpage](#)
- [Wiki Home Page](#)
- [Standard Course of Study](#)
- [Instructional Tools](#)
- [Revised Bloom's Taxonomy](#)

Resources for Modules 4/10

[Arts Exposure Worksheet 1.docx](#)

[Audio File Panel A](#)

1. Slater Mapp, NCDPI, Dance and Visual Arts Consultant
2. Jeremy Tucker, NCDPI, Music and Theatre Arts Consultant
3. Michelle Pearson, Black Box Dance Theatre, Artistic Director
4. Kelly Jones, Arts Education Coordinator, Columbus County Schools
5. Cheryl Chamblee, Executive Director, Chatham Arts Council
6. Barbara Toti, Theatre Arts Teacher, Gates County Schools

[Arts Exposure Worksheet 2](#)

[Audio File Panel B](#)

1. Mike Wiley, Performer, Actor, Producer, and Director and aspiring arts consultant
2. Slater Mapp, NCDPI, Dance and Visual Arts Consultant
3. Jeremy Tucker, NCDPI, Music and Theatre Arts Consultant
4. Lisl Vaillant, Education Outreach Coordinator, Carolina Ballet
5. Sarah Baron, Education Director, NC Symphony
6. Michelle Harrell, Director of Teaching and Learning, NC Museum of Art
7. Sharon Hill, Arts In Education Director, North Carolina Arts Council

Resources for Module 5

- [A+ Schools of NC](#): All of the example music integration videos in this module were filmed at A+ Schools in NC.
- Here's the [complete video](#) that we took a selection from for the beginning of the module. This was filmed at Arts-Based School in Winston-Salem as a part of the NAEP-Arts release event.
- Here are the links to Arts Edge of the Kennedy Center. We referenced their definition of [arts integration](#) and share their [lesson plan database](#) and [Fibonacci Lesson](#).
- These articles we referenced when talking about the benefits of arts integration and arts in education
 - [Strategies in Arts Integration](#)
 - [Reviewing Education and the Arts Project](#)
- These articles were referenced as we discussed the benefits of music, music education and music integration and as we discussed how music support spatial-temporal reasoning
 - [The Benefits of Music Education](#)
 - [Listening to Music Enhances Spatial Temporal Reasoning](#)
 - [The Importance of Music Education](#)
- We shared the video on arts integration and arts enhancement by Susan Riley of the Education Closet. Here are the links to the videos and the lessons that we referenced later in the module.
 - [Arts Integration Lessons](#)
 - [The Difference between Integration and Enhancement](#)
 - [The Four Seasons of Sound Lesson](#)
- We talked about classroom management after Claire's example. [Here's the link](#) to that article we referenced.
- The [Beat Blocks links](#), and note that the [building musical minds site](#) also has lesson plans.
- We talked about the Revised Bloom's Taxonomy. [Here's a great resource](#) for that with action verbs.
- We shared the elements of music document created and used by A+ Schools of NC. You can find that here: A+ Elements of Music
- [Here's that music integration lesson](#) we mentioned as a good starting point from Teaching Channel, where you can also find lots of other great videos.
- We shared the P21 document which you can find on the Partnership for 21st Century Skills site at www.p21.org
- You can find the "Music Matters" pdf and a wealth of other resources on the [Arts Education Partnership website](#).

Here are the books we listed:

- Integrating Music into the Elementary Classroom/Edition 9 by William Anderson
ISBN-10:1133957978; ISBN-13:9781133957973

- Artful Teaching: Integrating the Arts for Understanding Across the Curriculum, K–8 by David M. Donahue (Editor), Jennifer Stuart (Editor) ISBN-13: 978-0807750803ISBN-10: 0807750808
- Integrating the Arts Across the Content Areas by Lisa Donovan ISBN: 9781425808457
- Creating Meaning Through Literature and the Arts: Arts Integration for Classroom Teachers by Claudia E. Cornett ISBN-10: 013378374X; ISBN-13: 978-0133783742
- Arts Integration: Teaching Subject Matter through the Arts in Multicultural Settings (4th Edition) by Merryl Goldberg (Author) ISBN-13: 978-0132565561; ISBN-10: 0132565560

And here's one extra resource for you that we didn't include in the module: [Connect with Music: Lessons any Teacher Can Teach](#)

KEEP IN MIND: As with any lesson plan you find on the internet, the above-referenced resources may not be connected to your own state's standards. You will likely need to modify any plans you select to assure that the standards you are responsible for teaching are clearly embedded in each lesson.

Resources for Module 7

FROM THE VIDEO

- [A+ Voices Full Video Series](#)
- [Mythology Project Full Video](#)
- [Mythology Lesson Plan](#)
- [More on the "Magic If"](#)
- ["Yes, and... Article"](#)
- Commedia dell Arte Resources:
 - [Theatre History](#)
 - [Faction Of Fools](#)
 - [Met Museum](#)

USEFUL BOOKS

- [Theatre Games for the Classroom](#)
- [Creative Drama for the Classroom Teacher](#)
- Creative Drama for the Classroom Teacher – Resource Books
 - [K-3](#)
 - [4-6](#)

Resources for Module 9

FROM THE VIDEO

- [Full Report, "Preparing Educators and School Leaders for Effective Arts Integration"](#)
- [National Art Education Association](#)
- ["A Walk Around the Square" Video](#)
- [North Carolina Art Museum LEARN](#)
- [Norman Rockwell Museum](#)
- [Minnie Evans Film, "The Angel That Stands By Me"](#)
- [NC Department of Public Instruction Curriculum Page](#)
- [Full Video, "Elementary Teachers Share Arts-Integrated Lessons at the Getty Center"](#)

OTHER RESOURCES

- [North Carolina Art Education Association](#)
- [Ackland Art Museum](#)
- [Cameron Art Museum](#)
- [The Art of Education](#)
- [The Getty Museum Education](#)
- [The Metropolitan Museum of Art \(The Met\) Educators](#)
- [MoMA \(The Museum of Modern Art\) Learning](#)
- [New York Times "What's Going on in This Picture"](#)
- [National Gallery of Art - Art in the Classroom Posters](#)
- [Crayola Teachers – Principles of Design Classroom Posters](#)
- [Picturing America](#)
- [Picturing America Lesson Plans](#)