

# TED 4696: All Levels Art Education Student Internship Fall 2025



Graziela Kunsch, Escolas [Schools], videostill, 2016

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Office hours: By Appointment  
Course Location: School Campus Placement  
Class Times: M-F, Full School Day

## **COURSE OVERVIEW AND DESCRIPTION**

TED 4696 All-Levels Art Education Certification Internship is the student teaching field experience component of becoming a certified art education specialist in the state of Texas. This portion of student certification is supervised by the UTEP College of Education Field Placement Office and the Department of Art. During the semester, students will be assigned to two cooperating art education teacher mentors for a total of fifteen weeks (eight weeks in elementary or middle grade levels and seven weeks in high school grade levels) to observe classroom and administrative situations, participate in classroom teaching activities, and design and implement lesson plans and accompanying visual art activities that correspond to the mentor instructor's classes and schedule.

## **COURSE PREREQUISITES**

This course is the culminating class for the BA in Art with minor in Education All levels Art certification. Students will have completed all other course work for the major before enrolling in this class and no other course work shall be completed during the student teaching internship.

- Completion of all other course work pertinent to the BA in ART with minor in Education All-Levels Art, including ARTE 3307, ARTE 3337, ARTE 4347, ART 3307 and College of Education course requirements
- Passing score on TEXES 178 (Art EC-12)
- Passing score on TEXES 160 (Pedagogy and Professional Responsibilities EC-12)
- Admission to Student Teaching: <http://coe.utep.edu/css>

## **COURSE GOALS**

Students will experience mentor/student situations in the art classroom in elementary, middle, and/or high school art studio settings:

- Campus and TEA attendance procedures
- Participation in POP cycle (Preconference, Observation, and Post-conference)
- Student referral process
- Discipline strategies in the art classroom
- Classroom management techniques (particular to the art room)
- Direct observation of high school art room settings on a full day schedule
- Direct observation of elementary/middle school art room setting on a full day schedule
- Gradual (phased-in) responsibility for full-day teaching schedule on an elementary/middle school campus
- Gradual (phased-in) responsibility for full-day teaching schedule on a high school campus
- Campus lesson planning procedures
- 2-D art activity preparation and implementation
- 3-D art activity preparation and implementation
- Direct participation in elementary/middle school lesson planning and lesson cycle
- Direct participation in high school lesson planning and lesson cycle
- Parent conferencing
- Administrative conferencing
- Departmental coordination and conferencing
- Growing a reflective practice
- Individualized instruction methods
- Group instruction methods
- Diversifying instruction and assessment
- A variety of one-on-one individual teaching situations with both elementary/middle and high school art students
- Block scheduling procedures
- Daily scheduling procedures
- Art studio time management
- Art methods and materials safety procedures
- Art supply procurement procedures and planning

## **COURSE LEARNING OUTCOMES**

The primary goal of the student teaching semester is to prepare and equip future teachers with a wide array of experiences, skills, and tools that will allow them to plan, organize, and implement excellence in all areas of teaching art for diverse learners in 21<sup>st</sup> century schools. Student teaching provides the student with classroom experiences in public school settings that address representative state-mandated standards and competencies. Student teaching focuses on applying and developing skills in instructional planning, application of subject matter content, integration of high-quality methods and strategies, effective communication, ethical decision-making, reflective practice, and collaboration with professional educators in a school community. The student teacher will demonstrate evidence of setting and meeting goals by meeting the standards provided in the various performance rubrics.

### **Specifically, student teachers will:**

- Participate in fifteen weeks of experiential learning, including **five** college of education seminars.
- Complete **four** POP cycles (pre-observation conference, observation, and post-observation conference) with their University Field Supervisor in which the student teacher plans and implements lessons.
- Receive feedback from and sign off on **four** Cooperating Teacher evaluations
- Receive satisfactory recommendations from the cooperating teacher at both Elementary/middle and high school internships.
- Receive satisfactory recommendations from the field supervisor.
- Attend the correct number of days in order to be certified in the state of Texas.

## **REQUIRED BEHAVIORS**

- Interns will follow the prescribed faculty/campus/district rules and procedures at each assignment.
- The intern will gradually assume the role and responsibility for full-day teaching – the student teacher will observe first and learn from his/her cooperating teacher, gradually assuming greater responsibility for instructional activities.
- The intern will implement content through lesson plans and adhere to the instructional schedule as agreed upon with his/her cooperating teacher.
- Interns will participate in district and school professional development and planning days.
- Interns will participate in assessment of student progress.
- Interns will communicate appropriately with the administration, parents, and community.
- Interns will adhere to student IEPs and differentiate instruction and assessment.
- Where appropriate, interns will attend meetings with administration and parents.
- Interns will attend the Intern Orientation and District Orientations.
- Interns will attend scheduled College of Education seminars.
- Interns will behave professionally and ethically.
- Interns will dress professionally according to the codes of the assigned schools.

## BASIC SCHEDULE

First Assignment: 8 weeks

Second Assignment: 7 weeks

## SUGGESTED ALL LEVEL PHASED-IN TEACHING SCHEDULE

### First Assignment: 8 weeks (Elementary or Middle School)

- 2 weeks of observation
- 2 weeks of teaching 2 instructional periods per day (teach 2 class sections)
- 2 weeks of teaching 3 or 4 instructional periods per day (teach 3/4 class sections)
- 2 weeks of teaching 5 (or more) instruction periods per day (teach all class section.

### Second Assignment: 7 weeks (High School)

- 1 week of observation
- 2 weeks of daily class preparations (teach 2 class sections)
- 2 weeks of teaching 3 or 4 instructional periods per day (teach 3/4 class sections)
- 2 weeks of teaching 5 (or more) instruction periods per day (teach all class sections)

## ABSENCES AND TARDINESS

The student teacher is expected to attend and participate in **ALL** working school days (Instructional and professional development) as determined by the school district calendar and **ALL** college of education seminars. Interns will report to their assigned campuses for the full day, five days per week, for 15 weeks. Interns will follow the arrival and departure policies outlined by the district, by their campus administration, and the cooperating teacher.

There are **NO** unexcused absences. In accordance with the COE Student Handbook, student teachers are allowed **no more than two** excused absences. The student teaching handbook dictates what counts as an excused absence beyond documented personal illness or death in the immediate family. Please review the handbook for more details. You will be required to provide documentation to your cooperating teacher. A student teacher with excessive absences or tardiness may be dismissed from the program (See UTEP Student Teaching Handbook).

Contact your Cooperating Teacher, assigned school campus, and your Field Supervisor if you are absent for any reason. Make arrangements to make up any missed student teaching days. In the case of inclement weather, follow directions on radio or news programs or contact your assigned campus's main office in order to confirm whether or not classes have been cancelled. DO NOT forget to inform your University Supervisor of your absence especially if an observation was planned for that day.

## IF YOUR COOPERATING TEACHER IS ABSENT

If your cooperating teacher is absent, you must find out whether the substitute teacher assigned to the class is certified in the state of Texas. If the substitute is not certified in

any subject area, **YOU MAY NOT** participate in the class. If they are not certified in art but are certified by the state of Texas in any other subject area you may remain in the class. If the substitute teacher is not certified in the state of Texas you have two options.

1. You can notify building administration that you are not permitted to stay in the class with an uncertified teacher and ask to be placed in another classroom with a certified teacher (in any certification area).
2. You can go home and be marked as absent for the day (making up any absences later)

## **WALKTHROUGHS**

THREE walkthroughs are required a semester. Please share your schedule with and be in contact with your field supervisor to schedule each walkthrough. Walkthroughs must constitute at least fifteen minutes of observation and do not require a certain kind of teaching to count as observation. Walkthroughs can involve observing you in a variety of teaching roles including team teaching, resident assisting, resident teaching, mentor teacher assisting, mentor teacher teaching, alternative teaching, parallel teaching, and station teaching. Please plan to meet with your cooperating teacher via zoom to follow up on the observation and receive oral feedback regarding the walkthrough form.

## **POP CYCLE**

### **LESSON PLANS AND ASSESSMENT CRITERIA**

Create well-developed lesson plans with rubrics (or other viable assessment criteria) in advance of teaching assignments and share copies with cooperating teacher and supervisor. Make revisions as recommended by your cooperating teacher and obtain final approval prior to lesson implementation. Lesson plans are **REQUIRED** for observation and must be submitted to your field supervisor 3-5 days before your observed lesson. If you have not submitted the lesson plan to your field supervisor by 5pm the day before your scheduled observation, the observation will be cancelled. (Please note that three formal observations are required by the college of education for certification; this means if you fail to submit lesson plans you will not be observed and you will not be certified).

### **PRE-OBSERVATION**

Meet with your field supervisor via zoom at least one day before the scheduled observation to discuss the lesson plan and to explain and elaborate on your answers to the pre- observation sheet already submitted on blackboard. This is the time to make changes to the lesson and to ask questions before your review.

### **OBSERVATION**

You will schedule an on-site observation (unless covid restrictions are in place) of one class period of your art instruction. First consult with your cooperating teacher to determine possible dates and times to schedule the observation. Then work with your field supervisor to schedule the observation within those parameters and the availability of the field supervisor. Be sure to allow enough lead time to schedule the observation

(allow at least one week). The observed lesson should be original content created by the student teacher with support from the cooperating teacher. If possible, please refrain from teaching the cooperating teacher's lessons during observations. Student teachers should perform all instructional activities during the observation including greeting students at the door, taking attendance, delivering instructional content, demonstrating art techniques, student discipline and referrals, and directing clean up and dismissal.

### **POST-OBSERVATION**

You will schedule a zoom meeting with your field supervisor to discuss your post-observation self-assessments and the field supervisor's assessment. This should be conducted within a week of the observation and the post-observation self-assessment must be uploaded to blackboard before the meeting. Failure to schedule the post-observation meeting will prevent the completion of the pop-cycle and could result in an incomplete student teaching application. Additionally, failing to sign any of your field supervisor or cooperating teacher evaluations can also result in failure of the program and ineligibility for certification.

## **COMMUNICATION**

Communication between field supervisors and student interns will primarily occur through UTEP email. **Please reserve calling or texting** your field supervisor unless there is an emergency or there is a last-minute change to a scheduled observation. Therefore, interns will be expected to check UTEP email regularly (at least once per day). Email will be used to schedule observations and, ultimately, it is the responsibility of the student intern to schedule ALL observations. Failure to check UTEP email and reply to supervisor emails may result in missed observations and failure to be certified. College of Education will contact student interns through email and will update procedures and inform student teachers of upcoming mandatory events.

## **UNSCHEDULED OBSERVATIONS**

The field supervisor may conduct surprise, unscheduled observations. During unscheduled observations, students will be held to the same standards as scheduled observations and will need to produce lesson plans at the time of the observation.

## **BLACKBOARD**

All assignments required by your field supervisor (including lesson plans and accompanying rubrics) must be submitted on Blackboard. Please be aware of and account for planned Blackboard outages.

## **GRADING, ASSESSMENT, AND EVALUATION**

- The intern will be observed by his/her field supervisor for a total of four observations
- The intern will be assessed by his/her field supervisor three times during a walkthrough
- The intern will be assessed twice by each cooperating teacher
- The intern will attend the necessary number of days for state certification

## **PLAGIARISM/ACADEMIC DISHONESTY**

Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work in your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.

## **DISABILITY STATEMENT**

The University of Texas at El Paso is committed to the spirit and letter of all federal equal opportunity legislation, including the American with Disabilities Act (ADA). Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the Center for Accommodations and Support Services (CASS). I will make any reasonable accommodations for students

with appropriate documentation. Please contact me within the first two weeks of class to discuss any special needs you might have. Information about accommodation documentation can be found at the Office of CASS:

106 of the East Union Building

Web: <http://www.utep.edu/dsso>

Phone: (915) 747-5148 voice or TTY Fax: (915) 747 -8712

E-Mail: [dss@utep.edu](mailto:dss@utep.edu)





