

TED4696: All Levels Art Education Student Teaching Internship
Spring 2026



Salón-Sala-Salón — Chemi Rosado-Seijo, 2017

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Course location: Assigned school campus
Class time: M-F, School campus hours

COURSE OVERVIEW AND DESCRIPTION

TED 4696 All-Levels Art Education 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 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 lessons and accompanying visual art activities that correspond to the mentor teacher'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.

1. Completion of all other course work pertinent to the BA in ART with minor in Education All-Levels Art, including ARTE 2307, ARTE 3347, ARTE3357, ARTE3397, ARTE4347, ARTE4357 and College of Education course requirements RED3342, SCED3111, EDPC3300, BED4317
2. Passing score on TEXES 178 (Art EC-12)
3. Passing score on TEXES 160 (Pedagogy and Professional Responsibilities EC-12)
4. 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. These include:

- 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 and 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 21st 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:

1. Participate in **fifteen** weeks of experiential learning, including college of education seminars.
2. 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.
3. Complete **three** walkthroughs lasting at least fifteen minutes
4. Receive satisfactory recommendations from the cooperating teacher at both Elementary/middle and high school internships.
5. Receive satisfactory recommendations from the field supervisor.
6. Attend the correct number of days to be certified in the state of Texas.
7. Apply for Texas State Certification in All-levels Art

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 Student Teaching 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. Arrange to make up any missed student teaching days with your Cooperating Teacher and contact your field supervisor and College of Education. In the case of inclement weather, follow directions on radio or news programs or contact your assigned campus's main office to confirm whether classes have been cancelled. DO NOT forget to inform your university field 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)

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.

SCHEDULING POP AND WALKTHROUGH MEETINGS AND OBSERVATION

The scheduling of pre-observations, observations, post observations, and walkthrough debriefs will be done first come first served and shall be conducted primarily through your field supervisor's outlook calendar. Please consult the calendar for open meetings times and then email your field supervisor to set up the meeting. Your meeting is not confirmed until you receive a confirmation email from your field supervisor. Pre-observation meetings must occur at least one day before the scheduled observation, and a lesson plan must be received at least two business days before the observation. Post observations must be scheduled within a week of the observation.

WALKTHROUGHS

THREE walkthroughs are required a semester. Please share your bell schedule

with and be in contact with your field supervisor to schedule each walkthrough. Bell schedules will be submitted through blackboard, and your field supervisor will contact you with the time of your walkthrough based on your bell schedule. Walkthroughs must be 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 teaching, resident assisting, mentor teacher assisting, mentor teacher teaching, alternative teaching, parallel teaching, and station teaching. Please plan to meet with your field supervisor via zoom to follow up on the observation and receive feedback regarding the walkthrough. You will need to schedule this via blackboard