

ARTE 4708: ART EDUCATION LABORATORY SCHOOL

Fall 2026, Thursdays 3–5:50PM, room #182

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The modality of my weekly office hour can be held in person, over Zoom, or the phone, just let me know.

Catalogue Description: ARTE 4708: Focuses on the development and implementation of visual arts and design curriculum and pedagogy within a laboratory school setting. Explores philosophies and modes of inquiry informing formal and informal learning for pre-K, elementary, and secondary learners. Includes field experience in assigned teaching placements.

About Your Prof: I want to hear from you. I care about the success of each student. When you have questions about the course material, questions about the subject more broadly, anxieties about the profession, concerns to discuss, accommodations you need, or thoughts you want to share, please do not hesitate to contact me. I value the perspectives of individuals from all backgrounds reflecting the multiplicities of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, as well as physical and learning abilities and their intersectionalities. I strive to make this classroom an inclusive space for all students. If you see ways I can improve, please let me know. I am committed to creating a positive learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to me. We are all learning together.

Course Overview: This course engages students in the design, implementation, and reflection of art curriculum through both coursework and field-based teaching. Students will develop and rehearse lesson plans, then apply them in practice by teaching in the Mulberry Street Studio child art program. Alongside teaching, students will complete required training for working with youth and apply classroom management strategies in real instructional settings.

The course also includes 50 hours of Early Field Experience in assigned elementary and secondary art classrooms. These placements support and inform students' teaching in the Mulberry Street Studio, strengthening connections between observation, practice, and reflection.

During the first half of the semester, class time focuses on discussions, material exploration, and curriculum development with instructor guidance. In the second half, students collaboratively teach in the child art program, gather and analyze teaching data, and reflect to refine their practice. The course culminates in an exhibition of children's artwork.

Course Goals: The goal of this course is to provide students with opportunities to...

- Work with youth while implementing curriculum.
- Collaborate with others as they plan and facilitate art experiences in the Laboratory School.
- Observe and reflect on art learning in school environments.
- Curate an exhibition of children's artwork.

Course Objectives: It is anticipated that by the end of this course, students will grow in the following areas as outlined in the TAC ([Texas Administrative Code](#)) Teacher Pedagogy Standards, found in [19 TAC Chapter 235](#) (these are the current Art Standards for Texas State Board for Educator Certification):

§235.21(e) Learning Environment

- arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.

- implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.
- model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.
- maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.
- maintain a classroom environment that is based on high expectations and student self-efficacy.
- strategically use instructional time, including transitions, to maximize learning.
- manage and facilitate strategic and flexible groupings to maximize student learning.

§235.21(f) Professional Practice

- understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.
- adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- apply consistent reflective practices, analysis of student work, and video evidence of teaching, to identify and communicate professional learning needs.
- seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.
- clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

Student Responsibilities: Attendance and participation are critical to the success of this course. Students are responsible for teaching the art experiences at the Laboratory School. They must be accountable to their group members and to others in the class. Instructor will provide the focus or framework, but students must be prepared for their teaching contributions in advance. Students will need to meet with their group members to plan and prep for their teaching opportunity. While a focus and framework of activities will be provided for each day of the art program, students are accountable for preparing specific motivations, locating resources, and giving instruction for one session. As well, each student will be assigned art program participants to assist throughout the course. Note that when other groups are leading the class, we will all be responsible for our and the teaching group's child participants. Each student is also responsible for classroom set-up and clean-up and for storing participants' work in appropriate areas. Moreover, students will take an active part in planning and facilitating an exhibit of art program participants' work at the end of the course.

Required Training and University Paperwork

This is a unique course, considered a camp for minors by the university and state of Texas. As you will be involved with the teaching of youth and considered 'staff' of this 'camp', there are requirements that must be met similar to your upcoming observation hours and clinical practice experience. In conjunction with the course and our running of the child art program, you will undertake a mandatory criminal background check administered through the university, be required to complete a photo release form, fulfil a compulsory online training regarding the prevention of child molestation and abuse, review university policy regarding your role in the child art program, and obtain liability insurance through a teachers' association membership. This will all be outlined during the first week of our course and all will be closely monitored by the university. If you are concerned about passing a background check, please schedule an appointment with me as soon as possible.

Student Evaluation and Assignments: Evidence of progress will be assessed through the following:

COMPLIANCE OBLIGATIONS

***Programs for Minors Policy Review, Background Check, Photo Release, Liability Insurance, and Staff Training:** (1% each for a total value of 5% of final grade) as follows:

1. signed Acknowledgement Form & Survey (0% worth of final grade; submit digitally signed **quiz** on Canvas; due Aug. 20 by 11:59pm). Find in Quizzes on Canvas.
2. reviewed and signed Program for Minors university policy (1% of final grade; submit digitally signed form on Canvas; due Sept. 17]
3. signed Photo Release form (1% of final grade; submit digitally signed form on Canvas; due Sept. 17]

4. completed Criminal Background Check run through the university (1% of final grade; the university will let me know your results; do this as early as possible as it may take weeks to get results; due Sept. 17)
5. completed online Staff Training (molestation and abuse) certification (1% of final grade; submit copy of certificate on Canvas; due Sept. 17)
6. proof of Liability Insurance (1% of final grade; submit copy of proof of insurance on Canvas; due Sept. 17).

ART EC-12 and PPR TExES EXAMS

Study Plan: (5% of final grade; due Sept. 10) You will put in place a Study Plan working toward passing the Art EC-12 and PPR TExES exams before the end of the semester. First step is to take both practice exams.

***Proof of Progress Toward Passing *Practice* Art EC-12 & PPR TExES Exams:** (5% of final grade; progress to passing the UNT practice exam due Dec. 3). To earn your 5%, submit proof of your progress/results.

PLANNING and TEACHING

Collaborative Lesson Planning and Teaching: (50% total of final grade) rolling due dates depending on group/teaching session—see attached course schedule. Throughout the semester, you will create a lesson plan in assigned groups and have two teaching opportunities—dry run within our class and actual session with program participants. First, you will create a lesson plan with your assigned group members. Your group must schedule and meet with Dr. Kalin at least one time prior to the first teaching opportunity. You will need to undertake research related to your topic of instruction, experiment with art processes, collect a variety of quality visual resources to use in your instruction, and/or devise activities and strategies for teaching your topic in a safe and supportive learning environment. You will revise your draft lesson based on feedback from your meeting with Dr. Kalin. Then you will submit your final lesson with reflection and peer evaluation one week after your teaching session. To restate, you will be expected to:

1. **Schedule and meet with Dr. Kalin** (worth 5% of your final grade). This is to discuss ideas and brainstorm solutions to any issues. This is an individual grade based on quality of participation in meeting. (See attached schedule for rolling assignment dates.)
2. Bring a **first draft of lesson plan** to meet Dr. Kalin for discussion and feedback. This is worth 5% of your final grade. It is individually assessed based on the quality of what you've identified as your contribution to sections of the lesson plan draft.
3. Revise your initial draft into your **second draft lesson plan** as a group based on your meeting with Dr. Kalin, **highlighting** any changes made. This individual grade is worth 5% of your final grade based on the quality of what you've identified as your contribution to sections of the lesson plan second draft.
4. On the same day as your second draft lesson plan is due, undertake your **teaching dry run**. The teaching dry run allows for you to collaboratively teach your lesson to your classmates and attempt to work out any issues before implementing the lesson during the child art program. This teaching dry run is worth 5% of your final grade. (See attached schedule for rolling assignment dates.) It is an individual grade based on evidence of your teaching contribution during the teaching dry run to your classmates.
5. Teach your collaborative lesson plan during the child art program. The collaborative **teaching in the child art program**, based on your lesson plan, is worth 15% of your final grade. (See attached schedule for rolling assignment dates.) You will be assessed individually based on evidence of your teaching within this session. It is not a planning grade but based on your demonstrated performance as a co-teacher.
6. One week AFTER your teaching session, turn in a **final lesson plan with reflection** integrating modifications and feedback from the dry run as well as any changes made based on your teaching session **highlighted** in the final lesson plan. This individual grade is worth 10% of your final grade based on the quality of what you've identified as your contribution to sections of the lesson plan second draft and your individual reflection on the experience. (See attached schedule for rolling assignment dates.)
7. **Peer Assessment (5% of your final grade)** One week after the completion of teaching the collaborative lesson plan, individual group members submit a peer assessment on each group member via a participation survey in Canvas quizzes. Students will have the opportunity to provide feedback on their peers' participation and their own. This will be the averaged to determine your grade on this component. (See attached schedule for rolling assignment dates.)

*OBSERVATIONS

***Observation Reflections:** [16% of final grade; 4% each; 250-500 words max. each; state requirement to pass this course; due Sept. 3, 17, Oct. 1, and Nov. 19]. Guided by the TAC Teacher Pedagogy Standards (§235.21(e) Learning Environment), choose two different standards to reflect on key experiences during each of your placements—two different standards for elementary and two different ones for secondary—for a total of four different sub-standards (a different one for each reflection). Must be uploaded to Watermark. Choose to reflect on one of these standards once for each reflection:

- Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.
- Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.
- Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.
- Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.
- Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.
- Teachers strategically use instructional time, including transitions, to maximize learning.
- Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

***Approved Observation Logs:** [7% of final grade; state requirement to pass this course due Dec. 3]. 50 hours of observation hours, equally split 25 hours in elementary placement and 25 hours in secondary placement are required this semester. Your logs must be completed with adequate detail (see examples on Canvas course shell), uploaded into Watermark, and approved by your cooperating teacher within Watermark to count and pass this course.

COURSE ENGAGEMENT

Participation: [10% of final grade] As participation is critical in this course, I'll be noting your participation in every class base on the following:

- Arriving **on time** for class and staying throughout, including clean-up at the end of class
- Resisting distraction of smart phone, Internet browsing, email, and/or social media during class time
- Participation in discussions (whole class and small group)
- Preparedness (bringing the required materials, etc.)
- Willingness to experiment with materials, thought, and implementation related to visual arts lessons
- Helping to keep the environment clean and conducive to learning
- Attentive listening (regardless of who is speaking or presenting)
- Working collaboratively and collegially with your group and with the other members of the class
- Respectful interactions with the instructor, colleagues, child participants, and their families
- Engagement with children when other teams are instructing
- Developing and applying management techniques
- Helping with planning, set-up, and facilitation of the final open studio art exhibition
- Sharing knowledge, expertise, and resources
- Demonstrating flexibility in making the art program run as smoothly as possible
- Professional engagement with family
- Taking initiative and demonstrating a professional attitude throughout the course.

SPOT: [2% of final grade possible, to be completed by end of day, Dec. 3]. I provide each student with points depending on class rate of return, not individual completion.

Grading is broken down in the following way:

*Compliance Obligations (5%)

Study Plan (5%)

Collaborative Lesson Planning and Teaching (**50% in total**)

- Scheduling and Meeting with Instructor (5%) (individual grade)
- First Draft Lesson Plan (5%) (individual grade)
- Second Draft Lesson Plan (5%) (individual grade)
- Teaching Dry Run (5%) (individual grade)

- Teaching in Child Art Program (15%) (individual grade)
- Final Lesson Plan with Reflection (10%) (individual grade)
- Peer Assessment (5%) (individual grade)
- *Observation Reflections (16%)
- *Proof of Progress Toward Passing Practice Art EC-12 and PPR TExES Exams (5%)
- *Approved Observation Logs (7%)
- Participation (10%)
- SPOT (2% possible)

*Denotes items that must be completed in order to pass this course as required by the College of Education and State of Texas.

PLEASE BE AWARE *Absences, tardiness, and late work are the single greatest contributor to low grades and fails in this course.* ***You will not be allowed to progress toward certification unless you pass this course, which requires mandatory observation reflections, passing of practice TExES exams, observation hours, and teacher approval of all student logs in Watermark.**

Grading: A grade will be 90% or above, B = 80–89%, C = 70–79%, D = 60–69%, and below 60% is an F. If, after reviewing any of my feedback or assessments, you would like clarification, please reach out.

Attendance and Late Work Policy: Attendance and full participation are essential and expected in this class. Each student is allowed **one** absence. **For more than one absence, the final grade will be lowered at least one letter grade.** PLEASE NOTE: **Any combination of two late arrivals or early leaves from our class equals one absence.** Please inform me if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. It is important that you communicate with me **PRIOR** to being absent **Teaching dates cannot be reassigned.** Beyond teaching date, please **feel free to contact me for an assignment extension, but be sure to ask for one BEFORE the due date.** You are responsible for completing all assignments and turning them in on the due date. If you are absent, you must e-mail work to me by the due date for it to be considered on time. **Late assignments will be reduced one full letter grade.** Late work will only be accepted up to one week after due date, except assignments due at the end of the semester, which will NOT be accepted late. If you miss a class session, it is your responsibility to find out assignments and obtain notes/handouts from classmates—instructor will not provide them.

TIME MANAGEMENT: Your final semesters and first years of teaching test your time management skills. Consider this site for tips to help: <https://procrastination.squarespace.com/students/time-management> I also find <https://pi.ai/talk> helpful for suggestions.

STATEMENT ON GENERATIVE AI IN THIS COURSE

From UNT AI Ethical and Acceptable Use Policy:

Transparency: When using AI tools, we must be transparent about their use. This includes acknowledging the use of AI in output for administrative and academic purposes such as research papers, official reports, or teaching materials, and when using AI to record or transcribe conversations.

Use of fast-expanding AI tools and apps (including ChatGPT, Education CoPilot, Canva Magic Write and Switch, Curipod, MagicSchool, Khanmigo, etc.) is embraced by most school districts (as of Dec. 2023, 83% of US K-12 teachers report using generative AI in their teaching). Many art teachers also embrace AI in planning lessons and units, delivering content via presentations, communicating with parents, assessing student work, and devising student accommodations. In light of the spread of AI tools in education and particularly their utility to teachers for their efficiency, coverage, and innovation, AI tools are permitted in this course for students who wish to use them. **To adhere to our scholarly values, students must cite any AI-generated material that informs their work. Using an AI tool, app, or extension to generate content without proper attribution qualifies as academic dishonesty (plagiarism).** If a tool is used in an assignment, students **must also include a brief description of how they used the tool, in addition to citing the use of any tool used.** For example,

- ChatGPT generated content for this lesson plan, including objectives, procedures, materials list, and extensions.
- School AI generated my unit rubric. (<https://schoolai.com/>)
- Quizizz AI generated my lesson quiz and adaptations. (<https://quizizz.com>)
- Brisk Teaching generated a variety of DOK (depth of knowledge) activities for my unit. (<https://www.briskteaching.com>)

- Conker generated a quiz on contemporary ceramics. (<https://www.conker.ai/>)
- Schemely generated a unit, Quizlet study set, quiz based on YouTube video, slide presentation, and Kahoot! Quiz.
- Padlet Create with AI generated a padlet from my prompt. (<https://padlet.com>)
- Microsoft Copilot generated parts of my rubric and worksheet for this unit. I amended two of their rubric criteria to include additional details and simplified two of their assessment descriptions. (<https://app.educationcopilot.com/>)
- Canva Magic Switch transformed my unit plan into a presentation. I omitted some of their suggested activities, added images, amended questions, included music, translated key text, made the fonts larger, and paraphrased their generated paragraphs to lessen the language load, making it simpler for students to read. (<https://www.canva.com/>)
- Curipod generated my unit plan by inputting my topic, grade level, and TEKS. I added discussion questions, clean-up procedures, teaching script, accommodations, and artist exemplars. (<https://curipod.com/>)
- Curipod 'Curified' my presentation to include interactive, gamified slides, translated infor, and feedback from an AI historical figure (Frida Kahlo). I omitted the standards slide and enlarged the generated slide text for easier reading.
- MagicSchool.ai Magic Tools generated my SEL visual art unit. I added TEKS, artist exemplars, assessments, accommodations, and discussion questions. (<https://www.magicschool.ai/>)
- MagicSchool.ai Magic Tools scaffolded my unit assignment, breaking it down into manageable steps.
- MagicSchool.ai Magic Tools generated accommodation suggestions for my unit.
- Khanmigo generated my unit hook and exit ticket. (<https://www.khanmigo.ai/>)

I'd prefer that we see this as a chance to learn and adapt rather than just another way to cheat, so we'll approach it from that angle and see where we end up. I look forward to entering this newish universe with you.

Not all of them include the visual arts TEKS and many are only free for a limited time period. Most of them base their information on knowledge 3+ years old and they all contain some errors. These are great to consider for your art teaching: https://wakelet.com/wake/JbHL06_qMqMLN1SpjWM5X, <https://www.weareteachers.com/chatgpt-alternatives/>, <https://wakelet.com/wake/-X6k8gqBtuQW8sC2yKD-a>, and https://www.weareteachers.com/canva-tools-for-teachers-iste/?utm_term=Autofeed&utm_medium=Social&utm_source=Twitter#Echobox=1720141513

SCHOOL-LIFE CONFLICT: Many students face obstacles to their education because of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my office hours, please email to set up a time that works for us.

CAREGIVER RESPONSIBILITIES POLICY: I have great respect for students balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, please contact me. There may be some instances of flexibility I can offer to support your learning.

UNT provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. Most students access them at some point in pursuit of their degree.

MENTAL HEALTH RESOURCES: UNT provides mental health resources to students to ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the issue or its severity. Listed below are resources on campus that can support your academic success and mental wellbeing:

1. Student Health and Wellness Center, 1800 Chestnut St., Denton, TX 76201, (940) 565-2333 M-Th: 8am-5pm
<https://studentaffairs.unt.edu/student-health-and-wellness-center#programs>
2. Counseling and Testing Services*, 801 N. Texas Blvd, Denton, TX, Suite 140, (940) 565-2741 M-F: 8am-5pm
<https://studentaffairs.unt.edu/counseling-and-testing-services>
3. UNT CARE Team*, (940) 565-2648, careteam@unt.edu, <https://studentaffairs.unt.edu/care>
4. Psychiatric Services, (940) 565-2333, <https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>
5. Individual Counseling*. (940) 369-8773, <https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>

*** Services are free of charge to University Students**

If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:

- NATL Suicide Hotline: 800-273-8255
- Denton County MHMR Crisis Line: 800-762-0157
- Denton County Friends of the Family Crisis Line: (940)-382-7273
- UNT Mental Health Emergency Contacts:

• During Office Hours (M-F 8am-5pm): (940)-565-2741 • After Hour Calls: (940)-565-2741 • Crisis Text Line: Text CONNECT to 741741 • Live Chat: <http://www.suicidepreventionlifeline.org>

UNT POLICIES

STUDENT ACADEMIC INTEGRITY STANDARDS AND CONSEQUENCES. The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. See full policy here [06.003 Student Academic Integrity.pdf](#)

ADA POLICY. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

RETENTION OF STUDENT RECORDS. Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

EMERGENCY NOTIFICATION & PROCEDURES. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

ACCEPTABLE STUDENT BEHAVIOR. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit [Code of Student Conduct](#) to learn more.

PROHIBITION OF DISCRIMINATION, HARASSMENT, AND RETALIATION (POLICY 16.004). The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

SEXUAL ASSAULT PREVENTION AND SURVIVOR ADVOCACY. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, campus resources provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or call the Dean of Students Office at 940-565-2648

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DATES	TOPICS & ACTIVITIES	PLANNING MTGS. & DRY RUNS	ASSIGNMENTS DUE
Week 1, Aug. 20	- COURSE INTRO—SYLLABUS & SIGN-UP - DIRECTOR POWELL VISIT		Acknowledgment Form & Survey
Week 2, Aug. 27	PLANNING—STRATEGIES, ACTIVITIES, AND PROCEDURES	Group 1 schedule meeting with Dr. Kalin	Observations begin—August 24—Dec. 3
Week 3, Sept. 3	SCHOOL OBSERVATION		
Week 4, Sept. 10	MATERIAL PROCESSES AND SAFETY	- Group 1 meets with Dr. Kalin - Group 2 schedule meeting with Dr. Kalin	- Observation Reflection #1 - Study Plan (including taking practice PPR & Art TExES exams) - Group 1, 1st Draft of Lesson Plan due at Dr. Kalin meeting
Week 5, Sept. 17	SCHOOL OBSERVATION		- Observation Reflection #2 - Compliance Obligations Paperwork due
Week 6, Sept. 24	SUPPORTIVE LEARNING ENVIRONMENTS	- Group 2 meets with Dr. Kalin - Group 3 schedule meeting with Dr. Kalin	- Group 1, 2nd Draft Lesson Plan due - Group 2, 1st Draft of Lesson Plan due at Dr. Kalin meeting
Week 7, Oct. 1	SCHOOL OBSERVATION		Observation Reflection #3
Week 8, Oct. 8	MANAGEMENT OF MATERIALS AND PARTICIPANTS	- Group 3 meets with Dr. Kalin - Group 4 schedule meeting with Dr. Kalin - Group 1 dry run presentation	- Group 2, 2nd Draft Lesson Plan due - Group 3, 1st Draft of Lesson Plan due at Dr. Kalin meeting
Week 9, Oct. 15	MULBERRY STREET STUDIO GROUP 1	- Group 4 meets with Dr. Kalin - Group 5 schedule meeting with Dr. Kalin - Group 2 dry run presentation	- Group 3, 2nd Draft Lesson Plan due - Group 4, 1st Draft of Lesson Plan due at Dr. Kalin meeting
Week 10, Oct. 22	MULBERRY STREET STUDIO GROUP 2	- Group 5 meets with Dr. Kalin - Group 6 schedule meeting with Dr. Kalin - Group 3 dry run presentation	- Group 4, 2nd Draft Lesson Plan due - Group 5, 1st Draft of Lesson Plan due at Dr. Kalin meeting - Group 1 Final Lesson Plan with Reflection and Peer Assessments
Week 11, Oct. 29	MULBERRY STREET STUDIO GROUP 3	- Group 6 meets with Dr. Kalin - Group 4 dry run presentation	- Group 5, 2nd Draft Lesson Plan due - Group 6, 1st Draft of Lesson Plan due at Dr. Kalin meeting - Group 2 Final Lesson Plan with Reflection and Peer Assessments
Week 12, Nov. 5	MULBERRY STREET STUDIO GROUP 4	Group 5 dry run presentation	- Group 6, 2nd Draft Lesson Plan due - Group 3 Final Lesson Plan with Reflection and Peer Assessments
Week 13, Nov. 12	MULBERRY STREET STUDIO GROUP 5	Group 6 dry run presentation	Group 4 Final Lesson Plan with Reflection and Peer Assessments
Week 14, Nov. 19	MULBERRY STREET STUDIO GROUP 6		- Observation Reflection #4—Prof. Resp. and Collab - Group 5 Final Lesson Plan with Reflection and Peer Assessments
Week 15, Nov. 26	FALL BREAK		
Week 16, Dec. 3	CLINICAL PRACTICE PREVIEW with DR. BACHMANN and KELLEY McGEE, DENTON ISD		- Group 6 Final Lesson Plan with Reflection and Peer Assessments - Approved Observation Logs - Proof of Progress to Passing <i>Practice</i> Art TExES - SPOT Nov. 17–Dec. 3