

ARTE 4780: ART EDUCATION: SECONDARY ART EDUCATION PRACTICES

SPRING 2026, Tuesdays 1–3:50PM | ART rm. 182 | Office Hrs.: Tues., 12-1:00PM

NADINE KALIN, PhD (she, her, hers) | Email: kalin@unt.edu | Office #: ART 345N

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

COURSE DESCRIPTIONS: ARTE 4780: Pre-adolescent and adolescent creative development and theory examined in relation to contemporary art making practice in the secondary art classroom. Partial field experience component required (25 hours). Students must also make progress towards passing the actual TExES Art EC-12 Exam.

RECOMMENDED TEXTBOOKS AND STUDY AIDS

Recommended Textbooks (accessible via UNT Library Online Resources as e-books, on reserve, or as single copy)

- Linsin, M. (2014). *Classroom management for art, music, and PE teachers*. JME Publishing. Call no: LB3013.L56 2014
- Sickler-Voigt, D.C. (2020). *Teaching and learning in art education: Cultivating students' potential from Pre-K through high school*. Routledge. <https://discover.library.unt.edu/catalog/b6503151>
- Sutton, E. (2024). *Democratic habits in the art classroom: Supporting student voice, choice, and community*. Teachers College Press. <https://discover.library.unt.edu/catalog/b7732460>
- Whitaker, T., Good, M.W., & Whitaker, K. (2016). *Your first year: How to survive and thrive as a new teacher*. Routledge. <https://discover.library.unt.edu/catalog/b5557614>

Recommended TExES Study Aids (in addition to those available for you to sign out at the UNT COE Testing Center)

- This list is provided by TExES https://www.tx.nesinc.com/Content/StudyGuide/TX_SG_bib_178.htm
- Strickland, C. (2018). *The annotated Mona Lisa*. Andrews McMeel Publishing.
- Mometrix Test Preparation. *TExES Art Exam Secrets Study Guide*.
- Check out art history/studio study resources collected to help you here:
<https://iii.library.unt.edu/search~S12?/pkalin/pkalin/1%2C1%2C3%2CB/frameset&FF=pkalin+nadine&3%2C%2C3> and use **ARTE24** as the password to download the PDFs
<https://iii.library.unt.edu/search~S12?/pkalin/pkalin/1%2C1%2C3%2CB/frameset&FF=pkalin+nadine&2%2C%2C3>
- Any student having difficulty accessing resources, technology, or other important needs (e.g., food, rent, professional attire, childcare, employment) is encouraged to reach out. I may connect you with resources to lessen the impact these challenges might have on your learning.

TECHNOLOGICAL REQUIREMENTS FOR CLASS: As course components are loaded on our Canvas course site, a computer with internet access is required to fully participate. Additionally, **you will need to bring to class a connected laptop or tablet device to complete in-class activities and assignments**. The CVAD Student Computer Lab (Art building, Room 375) allows students to checkout such devices here <https://myunt.sharepoint.com/sites/CVADITServices/SitePages/Equipment-Checkout.aspx>

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

[b] Instructional Preparation: Teachers understand how students learn and prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

[c] Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research and evidence-based and informed by student work.

[e] Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

[f] Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with federal, state, and local laws, and conduct themselves ethically and with integrity.

Art Standard I: The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

Art Standard II: The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media, and helps students develop those skills and techniques.

Art Standard III: The art teacher understands and promotes students' appreciation of art histories and diverse cultures.

Art Standard V: The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment.

COURSE STRUCTURE: This is a lecture-discussion and teaching simulation format course that integrates your observation context experiences.

STUDENT RESPONSIBILITIES: *You are considered a teacher in training in this course.* Timely attendance and participation are critical to your success. Assignments need to be submitted by the deadline. *If you anticipate needing more time to complete an assignment, please contact me ASAP, preferably in advance.* As a state requirement, observation hours and assigned reflections **must be completed to pass this course.** Students are also expected to have passed the UNT practice EC-12 Art TExES exam prior to passing the actual EC-12 Art TExES exam **in advance of the** COE deadline or risk **not** being allowed to progress to the clinical practice semester.

STUDENT EVALUATION AND ASSIGNMENTS*: Evidence of progress is assessed through the following:

ART EC-12 TExES EXAM (must be eligible and take the actual exam by July 15 to be allowed to go forward with the clinical practice semester)

- **REVISED STUDY PLAN:** (5% of final grade; due Jan. 20) You will put in place a Revised Study Plan working toward passing the Art EC-12 TExES exam before the end of the semester.
- **PROOF OF PROGRESS TOWARDS PASSING *PRACTICE* ART EC-12 TExES EXAM:** (5% of final grade; progress to passing the UNT practice exam due Mar. 31). To earn your 5%, submit proof of your progress/ results.
- **PROOF OF PROGRESS TOWARDS PASSING *ACTUAL* ART EC-12 TExES EXAM:** (5% of final grade; progress to passing real exam due Apr. 28). This is a state/university requirement for certification and advancement to your clinical practice semester. To earn your 5%, submit proof of your progress/ results and any dates booked for the exam.

PLANNING

- **SECONDARY ART UNIT PHASE #1—UNIT PLAN TEMPLATE:** (10% of final grade; due Feb. 17). You will submit your secondary art unit plan template including introductory overview email for parents/guardians on Canvas.

- SECONDARY ART UNIT PHASE #2—LESSON TEMPLATE: [10% of final grade; due Mar. 24]. You will submit your completed unit lesson plans on Canvas building off previous assignment.

TEACHING

- INDIVIDUAL TEACHING of LESSON: [14% of final grade; presented in class]. You will teach an engaging, hands-on studio component of one of your unit's lesson plans live during class time. Your teaching simulation will last no longer than 20 minutes.

OBSERVATIONS

- OBSERVATION REFLECTIONS: [24% of final grade, 500 words max. each; state requirement to pass this course; due Feb. 10, Mar. 3, 17, and Apr. 14]. Guided by the InTASC Standards, reflect on key experiences during observations. Must be uploaded to Watermark. See Canvas for details.
- OBSERVATION LOGS: [5% of final grade; state requirement to pass this course due Apr. 28]. **The requirement of 25 hours observation, cooperating teacher approvals, and Cooperating Teacher Acknowledgement must be completed this semester.** Your logs must be completed with adequate detail (see examples on Canvas course shell), uploaded, and approved by your cooperating teacher in Watermark.

CAREER PREPARATION

- JOB APPLICATION: [7% of final grade; due Apr. 21]. Create and submit 3 items for teaching job applications and interview preparation: teaching resume, teaching philosophy, and cover letter for job application.
- MOCK INTERVIEW: [5% of final grade: done on the morning of Apr. 28]. You will undertake a mock interview with area school district personnel at the UNT Career Center and their evaluations will be the basis for this grade. Interview muscle memory will be developed.

COURSE ENGAGEMENT

- ACKNOWLEDGMENT FORM & SURVEY: [0% of final grade; due as class exit ticket Jan. 13 by 11:50pm]. Find this in Canvas quizzes.
- PARTICIPATION: (10% of final grade; 1% possible per class). To practice professionalism, you will be assessed on your participation in class. Distraction is contagious and impedes learning. Therefore, the criteria I am looking for you to demonstrate include resisting distractions, timeliness, supporting peers, and involvement in course activities.
- SPOT: (2 possible bonus points if completed by end of class Apr. 28). I am willing to provide each student with bonus points depending on our rate of return.

Grading is broken down in the following way:	
Revised Study Plan	5%
*Observation Reflections	24%
Individual Teaching	14%
Proof of Progress toward Passing <i>Practice</i> Art EC-12 TExES Exam	5%
Secondary Art Unit Phase #1—Unit Plan Template	10%
Secondary Art Unit Phase #2—Lesson Template	10%
Job Application	7%
*Proof of Progress toward Passing <i>Actual</i> Art Ec-12 TExES Exam	5%
Mock Interview	5%
*Observation Logs	5%
Participation	10%
Total	100%

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 towards certification unless you pass this course, which requires mandatory reflections, observation hours, and teacher approval of all student logs in Watermark along with the completed Cooperating Teacher Acknowledgement.

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 and assessments, you would like clarification, please reach out by email.

ATTENDANCE/LATE WORK POLICY:

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 (if possible, **at least an hour PRIOR** to the start of class), so you and I can discuss and mitigate the impact of the absence on your attainment of course learning goals. **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 14% every day up to one week after the due date.** 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.

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.marginschool.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/JbHLo6_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, caretteam@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](https://studentaffairs.unt.edu/policies/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 940-5652648

ARTE 4780 SPRING 2026

DATE	TOPICS	ASSIGNMENTS DUE
Week 1, Jan. 13	<ul style="list-style-type: none"> COURSE INTRO—SYLLABUS, SIGN-UP, & ASSIGNMENTS 2:30pm DIRECTOR POWELL VISIT 	<ul style="list-style-type: none"> Acknowledgment Form & Survey (due as exit ticket in class)
Week 2, Jan. 20	<ul style="list-style-type: none"> UNIT PLAN—STANDARDS & OBJECTIVES 	<ul style="list-style-type: none"> OBSERVATIONS CAN BEGIN Revised Study Plan
Week 3, Jan. 27	<ul style="list-style-type: none"> 2-5pm CERAMICS GUEST SPEAKER at UNT CoLab 	
Week 4, Feb. 3	<ul style="list-style-type: none"> MANAGEMENT INDIVIDUAL TEACHING—1-2 	
Week 5, Feb. 10	<ul style="list-style-type: none"> UNIT PLAN—ASSESSMENT INDIVIDUAL TEACHING—3-4 	<ul style="list-style-type: none"> Observation Reflection #1—Learner and Learning
Week 6, Feb. 17	<ul style="list-style-type: none"> UNIT PLAN—STRATEGIES, ACTIVITIES, & ALIGNMENT INDIVIDUAL TEACHING—5-6 	<ul style="list-style-type: none"> Secondary Art Unit Phase #1—Unit Plan Template
Week 7, Feb. 24	<ul style="list-style-type: none"> SCHOOL OBSERVATION/TExES EXAM 	
Week 8, Mar. 3	<ul style="list-style-type: none"> ADOLESCENCE INDIVIDUAL TEACHING—7-8 	<ul style="list-style-type: none"> Observation Reflection #2—Content
Week 9, Mar. 10	SPRING BREAK	
Week 10, Mar. 17	<ul style="list-style-type: none"> UNIT PLAN—DIFFERENTIATION INDIVIDUAL TEACHING—9-10 	<ul style="list-style-type: none"> Observation Reflection #3—Instructional Practice
Week 11, Mar. 24	<ul style="list-style-type: none"> SAFETY INDIVIDUAL TEACHING—11-12 	<ul style="list-style-type: none"> Secondary Art Unit Phase #2—Lesson Template
Week 12, Mar. 31	<ul style="list-style-type: none"> JOB APPLICATIONS INDIVIDUAL TEACHING—13 3-6pm TWU/UNT EDUCATOR FAIR (Ballroom 314 & 333) 	<ul style="list-style-type: none"> Proof of Progress to Passing <i>Practice</i> Art TExES
Week 13, Apr. 7	<ul style="list-style-type: none"> SCHOOL OBSERVATION/TExES EXAM 	
Week 14, Apr. 14	<ul style="list-style-type: none"> TEACHER ETHICS INDIVIDUAL TEACHING—14-15 	<ul style="list-style-type: none"> Observation Reflection #4—Prof. Resp. and Collab
Week 15, Apr. 21	<ul style="list-style-type: none"> DR. BACHMANN AND KELLEY QUINN MCGEE, ASSISTANT DIRECTOR OF DENTON ISD FINE ARTS 	<ul style="list-style-type: none"> Job Application
Week 16, Apr. 28	<ul style="list-style-type: none"> MOCK INTERVIEWS 	<ul style="list-style-type: none"> Observation Logs Proof of Progress to Passing <i>Actual</i> ART TExES SPOT April 14-30