

**AEAH 4780.001: VISUAL ARTS STUDIES: CONSTRUCTING VISUAL PRACTICES**  
**AEAH 5750.001: THEORY AND PRACTICE OF TEACHING ELEMENTARY AND SECONDARY ART**  
**FALL 2020 Mondays 10–12:50PM, REMOTE FORMAT**  
**NADINE KALIN, PhD | Office Hrs.: Mon., 1-2pm | Email: kalin@unt.edu**

**Course Descriptions:**

AEAH 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 (15-30 hours).

AEAH 5750: This course examines how educational and art educational theory informs contemporary art education practice in both elementary and secondary art classrooms. In addition to scheduled class meetings, students are required to complete 55 hours (half in an elementary art classroom, half in a high school or middle school art classroom) of observation in an assigned location.

**TECHNOLOGICAL REQUIREMENTS FOR REMOTE DELIVERY:** As this is a remote delivery course with all course components loaded onto our Canvas course site and using Zoom conferencing for synchronous learning, a computer with internet access, microphone, and built in webcam are required to fully participate. Additionally, as you will upload images and video documenting your work, a digital camera [a smartphone is fine] and tripod or document camera with a clamp arm will be useful. See the **Technology Help** module on our Canvas course site for more assistance.

**COURSE OVERVIEW:**

**Required Texts** (all accessible through our Canvas course site or our course reserves page found here:

<https://iii.library.unt.edu/search~S12?/pkalin/pkalin/1%2C1%2C3%2CB/frameset&FF=pkalin+nadine&S3%2C3%2C3>)

- Boogren, T.H. (2018). *The beginning teacher's field guide: Embarking on your first years*. Solution Tree.
- Hetland, et al. (2015). *Studio thinking 2: the real benefits of visual arts education*. Teacher College Press.
- New Museum (2011). *Rethinking contemporary art and multicultural education*. Routledge.
- Whitaker, T., Good, M.W., & Whitaker, K. (2016). *Your first year: How to survive and thrive as a new teacher*. Routledge.

**Course Goals:** Borrowing from the UNT Framework for Teacher Preparation and the 8 Studio Habits of Mind, this course aims to equip future art educators with appropriate tools to extend their learning towards the following goals:

- Experience planning for middle and/or high school students within art contexts—both remote and in person,
- Build on observation experiences in middle and/or high school contexts,
- Provide wide coverage of content knowledge associated with the art EC-12 TExES exam,
- Balance the demands associated with clinical practice semester,
- Implement pedagogical strategies and effective communication skills using appropriate technologies,
- Activate current knowledge through guest speakers and workshops through professional societies.

**Course Objectives:** Mobilizing the Studio Habits of Mind as a framework for our learning objectives, it is anticipated that by the end of this courses, students will be able to (SWBAT):

- Develop Craft—Implement **studio demonstrations** based on contemporary artists, across diverse media,
- Engage and Persist—Devise and follow a study plan in order to successfully pass the art EC-12 **TExES exam**,
- Envision—**Plan** middle and secondary school art experiences and assessment tools aligned with **art TEKS**,
- Express—Communicate perspectives on peer-facilitated teaching during class **critique sessions**,
- Observe—**Witness pedagogical practices in middle and/or secondary contexts**,
- Reflect—**Consider observed teaching** throughout the course,
- Stretch and Explore—Integrate **cultural competence** in teaching and planning of art learning,
- Understand Art Worlds—Situating art curriculum within **art history**.

**Course Structure:** This is a lecture-discussion format course, delivered in a synchronous, remote fashion. It will also involve in-class group work and discussion along with student studio demonstrations. Each class will begin with a quiz covering specific module assigned reading/viewing/listening element. Fridays are set aside for the completion of observation hours.

**Student Responsibilities:** Attendance and participation are critical to the success of this course. Students are expected to come to each class ready with all assigned reading/viewing/listening completed. As a state requirement, observation hours **must be completed in order to pass this course**. This is outside of our course meetings with Fridays reserved for observation hours. Be aware that this is beyond the 6 hours of homework per week UNT expects for each 3-credit hour course.

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

**Readings/Listening/Viewing Quizzes** (20%) Anticipate short, weekly, in class quizzes covering the content contained in the assigned readings/listening/viewing elements for that specific week. This is an opportunity to practice your timed, exam skills in anticipation of passing the TExES exams and to demonstrate your thorough completion of assigned readings/listening/viewing elements.

**Participation** (20%) The inventory employed for this component is one developed and used by districts and clinical practice supervisors across the state of Texas to assess teacher performance. You will self-assess your **development and demonstration of professional dispositions within this course** by highlighting on the level you have achieved on each criterion at the mid-point and end of the semester. As you identify areas of growth, you should attempt self-improvement by the end of the course. Your self-assessment will inform how I determine your participation grade in this course.

**Studio Demonstration:** (20% of final grade; various due dates throughout the semester). The video demonstration is a hallmark of online art learning. You will create your own studio art demonstration on video for a secondary art class audience using appropriate technology. Your 10 minute demonstration will be presented in our course and you will receive feedback from the class and professor to improve your online teaching skills.

**Lesson/Unit Plan:** (30% of final grade; due November 23; Draft Outline of Lesson/Unit Plans is to be brought to class Nov. 2. Throughout the semester, based on either your interest or an area you'd like to know more about, you will plan a full unit of study appropriate for secondary art students. You may need to undertake research related to your topic of instruction, experiment with art processes, and/or collect a variety of quality visual resources to prepare your plan. You will bring your draft plans to class on Nov. 2 to share with your classmates and gain critical feedback. Build on the feedback you received on Nov. 2 with an eagle eye on the assignment rubric to perfect and flesh out four UNT Common Lesson Plans into a cohesive Unit Plan. You will need to align your teaching and assessment to meet chosen art TEKS, integrate art history, and demonstrate efforts towards inclusive art education including cultural competency. Moreover, you will provide possible adaptations for remote learning. Graduate students will complete this assignment twice—once for the elementary art classroom and the other lesson/unit plan for secondary art teaching.

**Proof of passing *real art* EC-12 TExES Exam:** (5% of final grade; due November 30). This is a state/university requirement for certification. You will put in place a revised study plan (due Aug. 31), work towards passing the practice exam (passing results due Nov. 2), and pass the actual art EC-12 TExES exam (proof due Nov. 30). To earn your 5%, submit your results to me on Canvas as proof of your passing.

**Observation Reflection:** (5% of final grade; due November 30). Pick one observation and analyze what you have witnessed against the Disposition Inventory for Teachers - Candidate (DIFT-C) with which you will also self-assess your participation in this course. Consider how the teacher demonstrated each criterion on the inventory. Pick a few and develop your reflective paper around the strategies your teacher displayed in relation to the items. As a teacher-in-training, what did you learn about teaching based on this observation? 2-pages maximum (graduate students have a 4-page maximum), 12-size Times New Roman font, double-spacing only, with one-inch margins. Submit on Canvas and bring your paper to class on November 30 to share your findings with the class.

**Observation Hours:** [state requirement to pass this course due November 30]. These are interesting times. The hope is that you can get into the schools and observe face-to-face teaching within secondary art contexts. The reality will evolve over this semester. Governor Abbott has allowed for us to, again, use videos of teaching to cover these observations, but we are also hoping that, if need be, you will be allowed to have access to remote teaching contexts. Regardless, **the requirement of 15-30 hours must be completed this semester. The requirement is 55 hours for graduate students.**

**Observation Signature Sheet:** [state requirement to pass this course due November 30]. This sheet must be completed, signed, and uploaded into Foliotek for my review by November 30. **Failure to do any of these will prohibit you from progressing to clinical practice (student teaching semester).**

Grading is broken down in the following way:

Reading/Listening/Viewing Quizzes	20%
Participation based on Dispositions Assessment	20%
Studio Demonstration	20%
Lesson/Unit Plan	30%
Proof of passing <i>real art</i> EC-12 TExES Exam	5% state and university requirement for certification
Observation Reflection	5%
Observation Hours	state requirement to <b>pass</b> this course
Observation Signature Sheet	state requirement to <b>pass</b> this course

**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 the completion of mandatory observation hours and the uploading of the completed signature sheet into Foliotek.

**Grading:** A grade will be 90% or above, B = 80–89%, C = 70–79%, D = 60–69%, and below 60% is an F.

**ATTENDANCE/LATE WORK POLICY:** Attendance and full participation is essential in this class. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class. You will be contacted if you miss a 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 equals one absence.** 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 the professor by the due date in order for it to be considered on time. **Late assignments will be reduced one full letter grade.** Late work will only be accepted one week after due date, except assignments due at the end of the semester, which will NOT be accepted late.

**COVID-19 IMPACT ON ATTENDANCE:** If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or exposure.

**MENTAL HEALTH RESOURCES:** UNT provides mental health resources to students to help 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 several 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](mailto: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>

**ACADEMIC INTEGRITY STANDARDS AND CONSEQUENCES.** 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.

**ADA ACCOMMODATION STATEMENT.** 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 at [disability.unt.edu](http://disability.unt.edu).

**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].

**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. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

**SEXUAL ASSAULT PREVENTION.** 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, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648.

# AEA 4780.001/5750.001: FALL 2020

DATE	TOPICS	ASSIGNMENTS	WATCH/LISTEN/READ FOR CLASS
Aug. 24	<ul style="list-style-type: none"> <li><b>COURSE INTRO</b></li> </ul>	<ul style="list-style-type: none"> <li>Syllabus Acknowledgement due</li> </ul>	
Module 1. Aug. 31	<ul style="list-style-type: none"> <li><b>RATIONALES FOR ART ED</b></li> <li><b>STUDIO THINKING</b></li> <li><b>ADOLESCENCE</b></li> </ul>	<ul style="list-style-type: none"> <li>Study Plan Art EC-12 TExES Exam due</li> </ul>	<ul style="list-style-type: none"> <li>Studio Thinking, pp. 1-11 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973</a></li> <li><a href="https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000487766447">https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000487766447</a></li> <li><a href="https://theartofeducation.edu/2020/08/03/rethinking-art-education-for-the-better/">https://theartofeducation.edu/2020/08/03/rethinking-art-education-for-the-better/</a></li> <li><a href="http://arted.us/adolescence-video.html">http://arted.us/adolescence-video.html</a> and <a href="http://arted.us/early-adolescence-video.html">http://arted.us/early-adolescence-video.html</a></li> </ul>
Sept. 7	<b>LABOR DAY</b>		
Module 2. Sept. 14	<ul style="list-style-type: none"> <li><b>STUDIO DEMONSTRATION LECTURE</b></li> </ul>		<ul style="list-style-type: none"> <li>Studio Thinking, pp 111-118 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973</a></li> <li>NAEA Virtual Art Educators--Studio Habits: An Introduction to Studio Thinking <a href="https://virtual.arteducators.org/monthly-webinar-archives">https://virtual.arteducators.org/monthly-webinar-archives</a></li> <li><a href="https://artprof.org/teaching-learning-art-online/equipment/">https://artprof.org/teaching-learning-art-online/equipment/</a></li> <li><a href="https://www.youtube.com/watch?v=G6ZWLJ7v80&amp;feature=youtu.be">https://www.youtube.com/watch?v=G6ZWLJ7v80&amp;feature=youtu.be</a></li> <li><a href="https://theartofeducation.edu/2020/03/24/how-to-create-demo-videos-for-your-students/">https://theartofeducation.edu/2020/03/24/how-to-create-demo-videos-for-your-students/</a></li> </ul>
Module 3. Sept. 21	<ul style="list-style-type: none"> <li><b>STUDIO CLASSROOMS</b></li> <li><b>PROCEDURES</b></li> </ul>		<ul style="list-style-type: none"> <li>Studio Thinking, pp. 15-38 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973</a></li> <li>The Beginning Teacher's Field Guide, pp. 13-28 <a href="https://discover.library.unt.edu/catalog/b5557614">https://discover.library.unt.edu/catalog/b5557614</a></li> <li>Your First Year, pp. 8-15 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=5301912">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=5301912</a></li> </ul>
Module 4. Sept 28	<ul style="list-style-type: none"> <li><b>STUDIO HABITS OF MIND</b></li> </ul>	<ul style="list-style-type: none"> <li>Studio Demo student 1, 2, 3, 4</li> </ul>	<ul style="list-style-type: none"> <li>Studio Thinking, pp. 39-97 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973</a></li> </ul>
Module 5. Oct. 5	<ul style="list-style-type: none"> <li><b>ART INTERPRETATION</b></li> <li><b>ART HISTORY</b></li> </ul>	<ul style="list-style-type: none"> <li>Studio Demo student 5, 6, 7, 8</li> <li>Mid-Point Check In survey due</li> </ul>	<ul style="list-style-type: none"> <li>Studio Thinking, pp. 98-109 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973</a></li> <li><a href="https://podcasts.apple.com/us/podcast/art-class-curator/id1389626473?i=1000417710284">https://podcasts.apple.com/us/podcast/art-class-curator/id1389626473?i=1000417710284</a></li> <li>Barrett (1994). Principles for Interpreting Art—article on Canvas</li> </ul>
Module 6. Oct. 12	<ul style="list-style-type: none"> <li><b>CULTURALLY COMPETENT ART ED</b></li> <li><b>CULTURAL APPROPRIATION</b></li> </ul>	<ul style="list-style-type: none"> <li>Studio Demo student 9, 10, 11</li> <li>Dispositions Mid-Point Self-Assessment due</li> </ul>	<ul style="list-style-type: none"> <li>Rethinking Contemporary Art and Multicultural Education, pp. 3-16 and pp. 17-26 <a href="https://libproxy.library.unt.edu:7020/books/e/9780203840252">https://libproxy.library.unt.edu:7020/books/e/9780203840252</a></li> <li>NAEA Virtual Art Educators--Valuing Student Diversity: Culturally Responsive Teaching in the Visual Arts Classroom <a href="https://virtual.arteducators.org/products/valuing-student-diversity-culturally-responsive-teaching-in-the-visual-arts-classroom">https://virtual.arteducators.org/products/valuing-student-diversity-culturally-responsive-teaching-in-the-visual-arts-classroom</a></li> <li>NAEA Virtual Art Educators--Cultural [Mis]Appropriation: Permissions for Honoring Cultural Ownership in Art Education <a href="https://virtual.arteducators.org/products/cultural-misappropriation-permissions-for-honoring-cultural-ownership-in-art-education">https://virtual.arteducators.org/products/cultural-misappropriation-permissions-for-honoring-cultural-ownership-in-art-education</a></li> </ul>
Module 7. Oct. 19	<ul style="list-style-type: none"> <li><b>PLANNING I</b></li> </ul>	<ul style="list-style-type: none"> <li>Studio Demo student 12, 13, 14, 15</li> </ul>	<ul style="list-style-type: none"> <li>Studio Thinking, pp. 119-124 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973</a></li> <li><a href="https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000380612222">https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000380612222</a></li> </ul>
Module 8. Oct. 26	<ul style="list-style-type: none"> <li><b>PLANNING II</b></li> </ul>	<ul style="list-style-type: none"> <li>Studio Demo student 16, 17, 18, 19</li> </ul>	<ul style="list-style-type: none"> <li>NAEA Need to Know Webcast: The Year Before the Gig: Your Senior Year Survival Guide <a href="https://virtual.arteducators.org/products/naea-need-to-know-webcast-the-year-before-the-gig-your-senior-year-survival-guide">https://virtual.arteducators.org/products/naea-need-to-know-webcast-the-year-before-the-gig-your-senior-year-survival-guide</a></li> </ul>
Module 9. Nov. 2	<ul style="list-style-type: none"> <li><b>CRITIQUES</b></li> </ul>	<ul style="list-style-type: none"> <li>Draft Outline of Lesson/Unit Plans—bring to class</li> <li>Proof of Passing Practice Art EC-12 TExES Exam due</li> </ul>	<ul style="list-style-type: none"> <li>Studio Thinking, pp. 125-130 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973</a></li> <li><a href="https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000409719057">https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000409719057</a></li> <li><a href="https://www.youtube.com/watch?time_continue=672&amp;v=bT5wTnRz_v4&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=672&amp;v=bT5wTnRz_v4&amp;feature=emb_logo</a></li> <li>Barrett (1994). Studio Critiques of Student Art—article on Canvas</li> </ul>
Module 10. Nov. 9	<ul style="list-style-type: none"> <li><b>ASSESSMENT</b></li> </ul>	<ul style="list-style-type: none"> <li>Studio Demo student 20, 21, 22, 23</li> </ul>	<ul style="list-style-type: none"> <li>NAEA Virtual Art Educators--Documenting Student Growth and Assessment <a href="https://virtual.arteducators.org/products/documenting-student-growth-and-assessment">https://virtual.arteducators.org/products/documenting-student-growth-and-assessment</a></li> </ul>
Module 11. Nov. 16	<ul style="list-style-type: none"> <li><b>EXHIBITIONS</b></li> </ul>	<ul style="list-style-type: none"> <li>Studio Demo student 24, 25, 26</li> </ul>	<ul style="list-style-type: none"> <li>Studio Thinking, pp. 131-140 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=3544973</a></li> </ul>
Module 12. Nov. 23	<ul style="list-style-type: none"> <li><b>ADVOCACY &amp; BUDGET</b></li> <li><b>ART TEACHING MODES</b></li> </ul>	<ul style="list-style-type: none"> <li>Final Lesson/Unit Plan due</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://podcasts.apple.com/us/podcast/art-class-curator/id1389626473?i=1000416397733">https://podcasts.apple.com/us/podcast/art-class-curator/id1389626473?i=1000416397733</a></li> <li><a href="https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000369724788">https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000369724788</a></li> </ul>
Module 13 Nov. 30	<ul style="list-style-type: none"> <li><b>OBSERVATIONS SHARING</b></li> <li><b>BEGINNING TEACHER PHASES</b></li> </ul>	<ul style="list-style-type: none"> <li>Observation Signature Sheet due</li> <li>Observation Hours due</li> <li>Observation Reflection due—bring to class</li> <li>Dispositions Final Self-Assessment due</li> <li>Proof of Passing Art EC-12 TExES Exam due</li> </ul>	<ul style="list-style-type: none"> <li>The Beginning Teacher's Field Guide, pp. 1-12 <a href="https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=5301912">https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=5301912</a></li> <li><a href="https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000374982998">https://podcasts.apple.com/us/podcast/art-ed-radio/id1088942953?i=1000374982998</a></li> </ul>