EDCI 4138 Student Teaching in Secondary School
EDCI 5108  Student Teaching in the Secondary Schools (Master’s Degree Track 3)
EDEE 4101 Clinical Teaching
EDEE 5101 Student Teaching in EC-Grade 6 (Master’s Degree Track 3)

Location: Students (clinical teachers) are placed at an elementary school campus for 7 weeks and at a secondary school campus for 7 weeks.

**University Supervisor:** Dr. Trina Harlow
**Message:** Email as needed. You may also text or call me at 214-578-6269.
**Office Hours:** Office hours will be by appt. and virtual.
**Email:** trina.harlow@unt.edu

*Dear Clinical Teachers,* I am very excited for your pre-service teaching effort and for you to be moving out of the on-campus course experience and into your full-time clinical teaching semester. During this semester, you will put into action everything that you have learned in your many courses at UNT and the various field experiences you have completed. Your Art Ed Foundations course, Elementary Practices, Secondary Practices, and other art ed and education courses have prepared you for clinical teaching. I am eager for you to be successful in clinical teaching and to soon have your own classroom. Remember to depend on the College of Education’s Clinical Teaching Handbook for all clinical teaching information, as well as art education requirements, which are discussed on this syllabus, in our phone calls and emails, and in our Canvas course, as well as in your trainings with the College of Ed and your training with me. You have my cell phone number – I am always here for you so do not hesitate to text, call, or email me. I will stay in close contact with you and your cooperating teacher during student teaching! Pace yourself on all the teaching and planning associated with completing the required assignments for this student teaching course, which is where your grade for clinical teaching will be assigned, and don’t forget to enjoy teaching! It is so rewarding!

*Best Regards, Dr. Harlow*
“The arts teach children that problems can have MORE than ONE solution and that questions can have more than one answer.” -Dr. Elliot Eisner

All guidelines, requirements, and assignment details for the clinical teaching semester are in the UNT College of Education's Clinical Practice Handbook. You will find additional information and more information than is listed on this syllabus in the handbook - you must know the information in this handbook and use it all throughout the semester of clinical teaching: https://drive.google.com/file/d/1gThXg6WRm5_P8-Oi-Uw0ClvmMYd9LOxi/view?usp=drive_link

It is your responsibility as a student teacher to read and check email from the Department of Art and Design and the College of Education regarding teacher prep and licensure, attend any required meetings, complete any and all paperwork, and stay informed on both meeting the requirements for licensure and becoming certified.

A. COURSE NAME:
EDCI 4138 Student Teaching in Secondary School: Teaching art in secondary schools under supervision.
EDCI 5108  Student Teaching in the Secondary Schools (Master's Degree Track 3): Teaching under supervision.
EDEE 4101 Clinical Teaching: Clinical teaching represents a culmination of each student’s academic experience in the EC-6 teacher education program. Students must demonstrate a variety of skills related to teaching, reflective practice and demonstrate improvement, drawing on feedback from university supervisors, cooperating teachers and children/youth in their classrooms. Throughout the clinical teaching experience students will be positioned as co-teachers in the classroom, working collaboratively with their cooperative teacher to co-plan and co-teach, and to create and sustain a classroom community that supports diverse learners using equitable and humanizing pedagogies. This course will allow students to apply the theoretical, philosophical and pedagogical studies introduced in their education program in an elementary, and ultimately develop and enact reflective and transformative teaching practices.
EDEE 5101 Student Teaching in EC-Grade 6 (Master's Degree Track 3): Certification program requires 6 hours total, to be taken simultaneously. Teaching under supervision. Courses are designed for UNT teacher certification candidates in the post-baccalaureate program. Supervision by university faculty and support from a school-based mentor teacher. Content includes supervised application of the Texas Pedagogy and Professional Responsibilities Standards. Requirements include classroom teaching under the leadership of the mentor or cooperating teacher and guidance of the supervisor. Research paper and a professional portfolio may also be required.

B. COURSE PURPOSE:
Clinical teaching is the capstone of the professional education program. This course is designed to allow the art education major to move into the full-time student teaching semester, putting into practice the instructional competencies they learned during art education and general education course work, and all other field experiences, into the specific implementation of quality art education in a placement in an elementary, middle, or high school for the whole semester. Through planning, instruction, professional development, course assignments, and various observations and assessments of clinical teaching performance, the clinical teacher candidate will demonstrate they are ready for the professional career of being a school art teacher. Candidates are expected to exhibit professionalism throughout all components of the experience. Personal transportation is required.

C. UNT VISION:
We will become globally known for collaborative and imaginative educational innovation and scholarly activity that transforms our students and benefits the world around us.
D. UNT MISSION:
At the University of North Texas, our caring and creative community empowers our students to thrive in a rapidly changing world.

“The arts celebrate multiple PERSPECTIVES. One of their large lessons is that there are many ways to SEE and INTERPRET the world.” -Dr. Elliot Eisner

E. COURSE STANDARDS:
This course will prepare future teachers to use the Texas Essential Knowledge and Skills for Visual Arts: https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=117

Art educators should also be aware of and use the National Core Visual Arts Standards: https://www.nationalartsstandards.org/

Texas teachers should also be familiar with Texas Education Code: https://statutes.capitol.texas.gov/Docs/SDocs/EDUCATIONCODE.pdf

F. COURSE OBJECTIVES:
Students who complete this clinical teaching course will achieve the following objectives, through written assignments and other planning, through school and classroom activities, and through their personal professionalism, performance, and behavior. Each course objective is a part of the State of Texas T-TESS Program: https://teachfortexas.org/

DOMAIN 1-PLANNING AND PREPARATION. Content: Demonstrate satisfactory proficiency of basic art content skills, command of art content subject matter, implementation of technology, and an understanding of state and federal laws concerning the teaching of visual arts education. (Shared Mission, Vision, Values, Goals: Learn the importance of creating specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark progress in the context of school improvement; InTASC 4a-4r, 5a-5s.)

-Development of lesson plans, unit plan, lesson analysis, planning for instruction, incorporating technology.

DOMAIN 2-INSTRUCTION. Instructional Practice: Demonstrate satisfactory mastery of art teaching methods, planning for art instruction, class management, teacher-student interactions, and the establishment of an efficient, valuable, and safe learning environment. Apply evidence-based practices in art education and curricular integration concepts related to effective teaching and learning, through direct teaching experience. (Collective Inquiry: Implement new methods of teaching and learning and reflect on the results and build shared knowledge of both current reality and best practices as part of a decision-making process.; Action Orientation and Experimentation: Recognize the importance of engagement and experience in learning and in testing new ideas; and turn learning and insights into action (learning by doing; InTASC 6a-6v; 7a-7g; 8a-8s)

-Development of POP Cycle 1-3 lesson plans/analysis/reflection, planning for all instruction, analysis of assessments, impact on student learning, 15 Days Assignment.

DOMAIN 3-CLASSROOM ENVIRONMENT. The Learner and Learning: Differentiate instruction and design meaningful learning experiences for all students-whole group, small group, and individual students and that includes meaningful and appropriate instruction and learning experiences for students of diverse abilities and cultures. Establish learner outcomes for art education and students, enable the achievement of the outcomes, evaluate learner achievement, and evaluate his/her own performance as a teacher. (Collaborative Teams Focused on Learning: Work together independently in collaborative teams to achieve common goals for which participants are mutually accountable.

(Commitment to Continuous Improvement: Engage in a cycle of (1) Gathering evidence of current levels of student learning, (2) Developing strategies and ideas to build on strengths and address weaknesses in that learning, (3) Implementing the strategies and ideas, (4) Analyzing the impact of the changes to discover what was effective and what was not, (5) Applying the new knowledge in the next cycle of continuous improvement. (Collective Inquiry: Learn the value of questioning the status quo as
part of the collective inquiry process. InTASC 1a-1k; 2a-2o; 3a-3r.)
- Development of observation #1 and #3 lesson plans/analysis/reflection, unit plan and lesson analysis, impact on student learning assignment, observation #3 lesson plan technology supplement, planning of lesson and unit assessments.

DOMAIN 4-PROFESSIONAL RESPONSIBILITIES. Exhibits leadership, ethics, respect for state and national laws and protocol regarding education, professionalism, the ability to collaborate with others, advocate for students and their parents, and the desire for personal development and growth. (Shared Mission, Vision, Values, Goals: Demonstrate an understanding of the salience of shared purpose in the context of school improvement. InTASC 9a-9o; 10a-10t.)
- Time Log Assignment, POP Cycle reflections shared in post-conference, cooperating teacher observation and analysis, all observation feedback, T-TESS rubric for Domain 4, T-TESS summative evaluation, clinical teaching experience, joining and attending Texas Art Education Association events, attending required professional development activities, and completing other non-teaching responsibilities.

G. STUDENT TEACHING INTERNSHIP MISC. INFORMATION:

All requirements by the College of Ed must be met before student teaching commences. You will have worked with your advisor and the College of Education to have all requirements met.

You must arrive at school each day by your cooperating teacher's required time and not leave at the end of the day until their required time.

Dr. Harlow must be notified in advance of all absences. You must also notify your cooperating teacher as soon as possible if you are going to miss a day or part of a day.

All protocols established in the Clinical Practice Handbook, by your university supervisor (Dr. Harlow), and also by the school where you will serve your placement, must be followed.

Be very professional to your cooperating/mentor teacher, respect their advice, ask many questions, and maximize your time in their classroom. Dress appropriately. Follow school dress code.

You are NOT to use your cell phone during school hours or use your computer or school computers for anything but professional purposes.

Be very familiar with the Clinical Practice Handbook. It is on the College of Education website and also housed in our Canvas course. It was also emailed directly to you by the College of Ed.

Social media is prevalent in all aspects of our society and you are to avoid unprofessional social networking posts and comments and communication between educators and students.

H. USE OF TECHNOLOGY:

Technology will be employed in the clinical teaching semester in a variety of ways – for all aspects of clinical teaching, to improve practice as future teachers, and to inform educational lenses as future teachers. You will use the UNT course software, conduct Internet research on various art and educational topics, become familiar with using the various technological equipment provided by your school placement including, but not limited to document cameras, White Boards, projectors, LMS systems, using Google products, filming and photography techniques, and using various apps for art and instruction purposes. Canvas and Dynamix Forms will be used for sharing documents, submitting assignments, and other course requirements. Additionally, you will plan and teach one art lesson that uses a significant amount of technology for your third observation by Dr. Harlow. You are also encouraged to incorporate technology in innovative ways into all units and lessons.

I. EQUITY/DIVERSITY/INCLUSION:

Interns should focus on opportunities through direct instruction and clinical teaching to gain knowledge, skills, and dispositions for pedagogical growth as future teachers of diverse students and the importance of curriculum and instruction that includes a focus on diversity, belonging, equity, and inclusion. Interns
should explore instructional methods and strategies to help the diverse learner be successful. Interns should explore how the study of visual art and curriculum planning regarding art made by or lending voice to artists from different time periods, cultures, ethnicities, creeds, and religions provides many opportunities to examine and discuss diversity in the classroom setting from an equitable lens, and from a multicultural, intercultural, and social justice position.

**J. COURSE ASSIGNMENTS:** In addition to planning, prep, and instruction during clinical teaching, and required professional development, the following are assignments required by the College of Education and your licensure program. See the COE Clinical Practice Handbook for more information for all of these assignments. All assignments MUST be done or you will have an incomplete in the student teaching course.

1. **1st 15 Days Assignment:** You are to complete a reflection on your first 15 days at your first placement.

2. **POP Cycle #1:** Use Dr. Harlow’s COE approved lesson plan to write your lesson plan - this lesson plan template can be found in our Canvas course and a link to it is also housed with the list of COE lesson plan templates. You will submit all documents required by the College of Ed for each POP Cycle - requirements are in the Clinical Practice Handbook. Dr. Harlow will meet with you for a pre-observation Zoom, will come to your school and observe you teaching this lesson in person, and then will stay at your school with you to have a post-observation meeting. Dr. Harlow also requires a slide show and a rubric for each POP Cycle.

3. **POP Cycle #2:** See POP Cycle #1.

4. **POP Cycle #3:** See POP Cycle #2.

5. **10 Consecutive Days:** You are required to teach all day for ten consecutive days during each of your two school placements. See Clinical Practice Handbook.

6. **Time Log.** Using the COE provided form, you are to keep an in-depth time log, recording every day at your school. You must have 70 days with students in the classroom. Absences should be recorded on the Time Log. You should also note your 10 Consecutive Days of teaching in the description column by beginning with “Day 1: Today, 1st period did ...”, and then list each day, 2-10.

**K. CALCULATING THE FINAL GRADE:**
Grade will be given using the COE Guidelines. All work is checked as complete or incomplete and no letter grade will be given. You must submit all assignments following COE criteria in order to pass the program and obtain recommendation for licensure.

**Course Policies**

**Assignment Due Dates**
See COE Clinical Teaching Handbook. Assignments must be turned in on time and by the published due dates during clinical teaching.

**Visual, Written, and Presentational Professionalism, Writing Lab**
All written and verbal assignments and presentations should reflect the high quality of the teaching profession and graduate school.

For any assignments/papers that need citations and reference sections, APA Style 7th Edition is required. Also, use APA to provide a reference slide at the end of slide shows and citations within the slide show. If you are highly skilled in another type of Style, at the beginning of the semester please speak to Dr. Harlow about using that Style.

Written documents must be submitted using proper grammar, spelling, formatting consistency, etc. If grammar, spelling or using a Style are not your strength, please utilize the UNT Writing Center for
tutoring and other writing assistance. Their website is https://writingcenter.unt.edu/
\All verbal and written communication (emails, Canvas messages, texts, and in-person conversations and
dialogue) should reflect educational professionalism. Begin professional emails with a salutation or
greeting (Examples: “Hello, Dr. Harlow, I am writing to you to ask . . .” OR “Good Morning, Dr. Harlow, I
was reading the syllabus and I have . . .”)

Professional dress is required for your clinical teaching semester. Please ask your cooperating teacher at
your assigned campus what the dress requirements are for teachers on their campus.

Learning Management System (LMS)
Canvas will be used in this course. The College of Ed designs the Canvas course that we will use. You
can check the Canvas course at any time for important announcements from Dr. Harlow.

Technological Considerations
If your own personal device (laptop, desktop computer, iPad, smart phones, or other devices) is not
working properly, you will be EXPECTED to use another device on your assigned school campus or
come to UNT to use provided computers in the library or other various locations on campus to complete
assignments on time and with the directions given. All assignments will be submitted following the
directions in the College of Ed’s Clinical Teaching Handbook.

Additional Policies

Student Policies
Students are encouraged to familiarize themselves with all policies listed on the UNT, COE, and CVAD
websites.

Academic Integrity
The University of North Texas affirms its commitment to academic integrity and expects all members of
the university community to accept shared responsibility for maintaining academic integrity. Students in
this course are subject to the provisions of the university’s Student Academic Integrity Policy 06. 003.
Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing
grade in the course, or any other course-related sanction the instructor determines to be appropriate.
Continued enrollment in this course affirms a student's acceptance of this university policy. Read more
about the UNT Student Academic Integrity Policy here: https://vpaa.unt.edu/ss/integrity

Americans with Disabilities Act
The UNT adheres to the requirements of the Americans with Disabilities Act. If students need
accommodations under this Act due to a disability, please contact the UNT Office of Disability Access,
940-565-4323. This is the website: https://studentaffairs.unt.edu/office-disability-access Students with
disabilities who need legally required accommodations as suggested by 2010 ADA Standards for
Accessible Design, Section 508 of the U.S. Rehabilitation Act, and the Americans With Disabilities Acts
should contact the UNT Office of Disability Access and make sure the course professor is also aware of
accommodations needs.

The following links provide important information:

View the UNT College of Education website here: https://coe.unt.edu/
View the UNT College of Visual Art and Design website here: https://cvad.unt.edu/
View the UNT Art Education Program website here: https://cvad.unt.edu/arteducation

Counseling Services
This is the website for UNT Student Counseling -

Student Academic Grade Appeals
To read more about grade appeals: https://policy.unt.edu/policy/06-040

Professional and Ethical Conduct Policy
UNT has a Code of Student Conduct. Read more about it here:
Title IX Disclosure
If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to
a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member
cannot maintain complete confidentiality and is required to report the act and may be required to reveal
the names of the parties involved. Any allegations made by a student may or may not trigger an
investigation. Each situation differs, and the obligation to conduct an investigation will depend on the
specific set of circumstances. The determination to conduct an investigation will be made by the Title IX
Coordinator. For further information, please visit: https://idea.unt.edu/title-ix Disclosure of sexual
misconduct by a third party who is not a student and/or employee is also required if the misconduct
occurs when the third party is a participant in a university-sponsored program, event, or activity.

University Policies
View UNT policies here-https://policy.unt.edu/

Student Evaluations
Thank you for completing the course evaluation at the end of the semester – this is very important to Dr.
Harlow and crucial for helping us know what has been successful or how to improve the course. In the
written comments, please be sure to share how aspects of the course or the professor’s interaction with
you assisted you as a student and future teacher. Students may evaluate courses they take starting on a
date designated by the university and will receive emails from the university on how to access these
course evaluations. The course professor will also send reminders.

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instructor created materials. The materials in this course fall under the protection of all intellectual
property, copyright and trademark laws of the U.S.

“The aim of art is to represent not the outward appearance of things, but their inward significance.” -Aristotle

SUGGESTED READING:


Marzano, R.J. (2003). *Classroom management that works*. Assoc for Supervision and Curriculum


**IMPORTANT WEBSITES:**

**National:**
- National Art Education Association: https://www.arteducators.org/
- (NAEA Publications: NAEA News (your course professor writes and has written a column for this), Studies in Art Education, Art Education Journal)
- Texas:
  - Texas Art Education Association: https://www.taea.org/
  - Texas Fine Arts Commission: https://www.arts.texas.gov/
  - Dallas Art Museum: https://dma.org/
  - Kimball Art Museum: https://kimbellart.org/
- CEDFA: https://www.cedfa.org/
- The Mexican American Museum of Texas: https://tmamt.org/
- State Museum of Asian Cultures: https://texasasianculturesmuseum.org/
- Texas African American Museum: https://5fc5b9f6a68df.site123.me/
- Bob Bullock Texas State History Museum: https://www.thestoryoftexas.com/

**Art Education and Education:**
- Americans for the Arts: https://www.americansforthearts.org/
- Art Class Curator: https://artclasscurator.com/
- Art is Basic: https://www.artisbasic.com/
- Art of Education: https://www.theartofed.com
- Art 21: www.pbs.org/art21/
- Art of Ed:
  - Artful Artsy Amy: http://artfulartsysamy.blogspot.com/
  - Artsonia: www.artsonia.com
  - Artsy Fartsy Art Room: http://theartsyfartsyartroom.blogspot.com/
  - Art with Trista, Facebook: https://www.facebook.com/groups/324121017971299/user/100022980801534
  - Bethany Theile, Art Teacher YouTube Channel (and her social media): https://www.youtube.com/@BethanyThiele
- CASEL: https://casel.org/
- Cassie Stephens: https://cassiestephens.blogspot.com/
- Deep Space Sparkle: https://www.deepspacesparkle.com/
- Edutopia, George Lucas Educational Foundation: https://www.edutopia.org/
- Facebook: Online Art Teachers (K-12) Private Group: https://www.facebook.com/groups/ONLINEARTTEACHERS9K12/
- iPad Art Room: https://www.ipadartroom.com/
- Lessons from the K-12 Art Room: http://galatiak12art.blogspot.com/
● Love and Logic: www.loveandlogic.com
● Mini-Matisse Art Room: https://minimatisse.blogspot.com/
● Mrs. Knight's Smartest Artists: http://dolvinartknight.blogspot.com/
● Online Art Teachers (K-12): www.onlineartteachers.com
● Painted Paper: http://www.paintedpaperart.com/
● Pinterest: Many accounts, and also https://www.pinterest.com/TrinaDHarlow/
● SchoolArts Magazine: https://www.davisart.com/schoolarts/
● Shine Bright Zamorano: http://www.shinebritezamorano.com/
● Social Media Recommendations: https://theartofeducation.edu/2018/06/15-of-the-best-facebook-groups-for-art-teachers/
● Splish Splash Splatter: http://splishsplashsplatterart.blogspot.com/
● Smart Classroom Management: www.smartclassroommanagement.com
● Square 1 Art: https://www.square1art.com/
● Teach Kids Art: https://www.teachkidsart.net/
● TED and TEDx: www.ted.com
● The Teacher Toolkit: https://www.edutopia.org/
● Thomas Elementary Art: http://thomaselementaryart.blogspot.com/
● Visual Thinking Strategies: https://vtshome.org/

Dr. Harlow’s Facebook: Dr. Trina Harlow - Educator and Artist, https://www.facebook.com/drharlowart