TED 4696 CRN 21907 (All Level Art Education Student Internship)
Spring, 2015
Dave McIntyre, Senior Lecturer, Art Education
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COURSE INSTRUCTOR:
Dave McIntyre has taught Art Education at UTEP for 26 years. He holds a BFA in Painting from the University of Tulsa, an M Ed. in Education and Mid-Management Education Certification from UTEP. He was the Visual Arts Facilitator for the El Paso Independent School District for 21 years prior to coordinating the Art Education program for the University. He has exhibited paintings throughout the Southwest in numerous juried, invitational and group exhibitions. He has written extensively on Art Education issues in several educational periodicals and collections.

COURSE OVERVIEW AND DESCRIPTION:
TED 4696 All Level Art Education Certification Internship is the student teaching field experience component of becoming a certified art education specialist. This portion of student certification is supervised by the UTEP College of Education Field Placement Office, The Center for Arts and Science Education and the Department of Art. During the semester students will be assigned to art education cooperating teacher mentors for fifteen weeks (eight weeks in elementary or middle school grade levels, seven weeks in high school grade levels) to observe classroom and administrative situations, participate in classroom teaching activities and design and implement lesson plans and accompanying visual art activities that correspond to the mentor instructor’s classes and schedule. Students will meet either in group or individually with the course instructor (university mentor) during the semester to review and discuss school district application procedures, resume building and the job interview process.

REQUIRED READING:
Assigned art education texts and study guides (TEXES Art Subject Area Test readings)

COURSE PREREQUISITES:
• Completion of ARTE 3307, ARTE 3337 and ARTE 4347
• Completion of College of Education course requirements within the BA in Art with Art Certification (EDPC 3300, SCED 3311, RED 3342)
• Admittance to Teacher Education and Student Teaching Internship
COURSE GOALS:
Students will experience mentor/student situations in these areas of the art class-room in elementary, middle and high school art studio settings:

- Campus Attendance Procedures
- The Student Referral Process
- Parent Conferencing
- Administrative Conferencing
- Departmental Coordination and Conferencing
- Direct observation of high school art room settings on a full day schedule.
- Direct observation of elementary/middle school art room settings on a full day schedule.
- Campus Lesson Planning Procedures
- 2-Dimensional Art Activity Preparations
- 3-Dimensional Art Activity Preparations
- Individualized Instruction Methods
- Direct participation in elementary/middle school lesson planning and lesson cycle usage.
- Direct participation in high school lesson planning and lesson cycle usage.
- Implementation of phased in classroom instruction for full day teaching schedule on an elementary/middle school campus.
- Implementation of phased in classroom instruction for full day teaching schedule on a high school campus.
- A variety of one-on-one individualized teaching situations with both middle and high school art students.
- Discipline Strategies in the Art Classroom
- Classroom Management Techniques (particular to the art room)
- Block Scheduling Procedures (high school)
- Daily Scheduling Procedures (high, middle and elementary)
- Art Studio Time Management
- Art Methods and Materials Safety Procedures
- Art Supply Procurement Procedures and Planning

COURSE LEARNING OUTCOMES:
- Study, preparation and successful passing score on the TEXES EC 178 content test
- Study, preparation and successful passing score (78) on the University pre-qualifying PPR test
- Study, preparation and successful passing score on the state PPR test
- Satisfactory Final Evaluation from Cooperating Mentor Teacher at both elementary-middle and high school internships. (The final evaluations will be entered into the students permanent file in order for the student to satisfactorily pass the student internship, graduate and apply for state certification)
REQUIRED ASSIGNMENTS:

• Interns will report to their assigned campuses daily and be on campus during the same scheduled hours their cooperating teacher is on duty.
• Interns will follow the prescribed faculty/campus/district rules and procedures at each of their assigned schools.
• Interns will attend and participate in all assigned campus events as required by their cooperating teacher.
• Interns will assume the teaching implementation role in a gradual sequence with opportunities to observe and learn from the cooperating teacher.
• Interns will implement lesson plans according to content and schedule as agreed upon by the intern and their cooperating teacher.
• Interns will attend scheduled content review sessions as required by their content advisor.
• Interns will behave professionally and ethically.
• Interns will dress professionally according to the dress codes of the schools to which they are assigned.
• Attendance at the Intern Orientation and Career Day scheduled during the internship semester.

GRADING, ASSESSMENT AND EVALUATION:

• Interns will meet weekly with their cooperating teacher to review their progress through the weekly evaluation form.
• Interns will receive a written coaching session log from their cooperating teacher.
• Interns will be observed every two weeks by their university art advisor on each of their assigned campuses.
• Interns will be evaluated with either a satisfactory or unsatisfactory final evaluation by their cooperating teacher.
• Interns will satisfactorily receive passing scores on the art content and PPR qualifying tests.

COURSE POLICIES AND ATTENDANCE:

• Interns will report to their assigned campuses for the full day, five days per week, for 16 weeks. Interns will turn in a signed attendance log for each campus.
• Any absence from internship will be reported to the cooperating teacher and Mr. McIntyre. All absences must be made up.
• Interns will follow the policies outlined the district, by their campus administration, and the cooperating teacher.
SCHEDULE AND CALENDAR:
- First campus assignment: early January through mid March
- Second campus assignment: mid March through late April
  (specific campus assignment dates will be provided at the Student Teacher Orientation hosted by the CASE Department)

ALL LEVEL ART INTERN PHASED-IN TEACHING SCHEDULE (SUGGESTED):

8 WEEKS – ELEMENTARY OR MIDDLE SCHOOL
- 2 weeks of observation
- 2 weeks of 2 daily class preparations (teach 2 class sections)
- 4 weeks of 5 daily class preparations (teach all class sections)

8 WEEKS - HIGH SCHOOL
- 2 weeks of observation
- 2 weeks of daily class preparations (teach 2 class sections)
- 4 weeks of 5 daily class preparations (teach all class sections)

With the cooperation and advice of the mentor teacher the student teacher will develop all lesson preparations implemented during the Internship.

LESSON CYCLE:
This simple lesson cycle example is provided for interns to model in their student teaching experience on the elementary, middle and the high school campus.

- **Introduction/Overview**
  (discuss the topic, provide background, history)

- **Lesson Objective**
  (relate the topic to the objectives of learning, make students aware of what they are expected to do and learn)

- **Procedures/Activity #1**
  (hands-on procedures, demonstrations)

- **Procedures/Activity #2**
  (continuation of activities if necessary)

- **Reteach/Reinforce Objective**
  (restate the objectives; discuss mastery of the activities and concepts, reteach if necessary to students needing reinforcement)

- **Evaluation**
  (apply art checklist, rewording of objective, check for mastery, test)

- **Extension/Supplementary Activity**
  (provide additional learning experiences beyond the art room setting)
PLAGIARISM/ACADEMIC DISHONESTY STATEMENT

Cheating/Plagiarism: Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

DISABILITIES STATEMENT

Disabilities: I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Disabled Student Services Office in the East Union Bldg., Room 106 within the first two weeks of classes. The Disabled Student Services Office can also be reached in the following ways:

Web: http://www.utep.edu/dsso
Phone: (915) 747-5148 voice or TTY
Fax: (915) 747-8712
E-Mail: dss@utep.edu