Kansas City Art Institute

Post-Baccalaureate K-12 Art Educator Certification
Program Handbook

2016-2017
MISSION

The Post-Baccalaureate Art Education Certification Program (approved March 2014 by the MO Dept of Education) is a one-year program of art education coursework and fieldwork experiences focused on the preparation of the artist-teacher who is prepared to teach art in diverse K-12 settings. The art education program is focused on the development of the artist-teacher who has a strong connection to art making and their creative process.

Studio art and design practises form the framework for the post-baccalaureate art education program. As art educators, students are required to obtain knowledge and skills in a wide range of areas: the artistic process, studio art, instructional methods, teaching strategies, curriculum development and instruction, assessment, and learning environments.

This program supports a *holistic* approach to understanding art, pedagogy, learners and art learning environments that allow pre-service teachers to be grounded in *culturally responsive* and *pluralistic* approaches to art curriculum and pedagogy and that are necessary for teaching diverse learners in diverse settings.

The program aims to engage students in: 1) *theory*: the study of historical and contemporary approaches to art education practice; 2) *practice*: fieldwork (observation of learners in diverse K-12 settings and supervised student teaching experiences) where students can ‘test’ theory and approaches to practice; and 3) *reflection on practice through readings and discussion*.

The combination of coursework and field experiences allow for creative and critical thinking, collaborative inquiry, research, teaching and the development of skills and dispositions that are necessary for teaching and working in diverse settings. It is the aim of this program to prepare candidates in their multiple roles as an educator and an advocate for students and art programs.

CONCEPTUAL FRAMEWORK

The program’s framework (model, goals, curriculum and assessment tools, and handbook) were conceptualized and written by Dr. Sheri Klein, art education program coordinator, and supports the development of the artist-teacher as a *potential emerging teacher* who can:

- “demonstrate knowledge, can create/implement, understand/reflect, recognize, observe, identify, develop, describe and explain” (MTS, 2013) relative to professional practices and standards.
- demonstrate both dispositions (Dottin, 2012) and skills included in the *Missouri Teaching Standards and Quality Indicators* (1-9)

- Dispositions of care
- Content Knowledge
- Understands student learning growth and development
- Curriculum planning and implementation
- Critical thinking
- Creates a positive classroom environment (as a teacher candidate learner and as a teacher-candidate in K-12 settings)
- Models effective and respectful communication
- Uses multiple forms of assessment to gauge learner progress
- Engages in professionalism expected of teacher candidates
- Effectively collaborates

- The development of the artist-teacher is also based on the assumptions that:
  - Artist-teachers are artists first.
  - Classrooms should be modeled on the practices of artists-designers.
  - Artist-teachers see teaching as an aesthetic process.
  - Artist-teachers apply artistic aptitudes to enrich learning experiences.
  (Daichendt, 2010, p. 147)

Studio art and design practices form the framework for the KCAI post-baccalaureate art education program and that are outlined in Studio Thinking 2 (Hetland et al, 2012). This model is used in K-16 art classroom settings and is consistent with the long-standing mission of KCAI to develop artists and designers.

The studio model supports the development of artist-teacher dispositions or artistic habits of mind that include: Developing Craft, Engaging and Persisting, Observing, Stretching and Exploring, Understanding Art Worlds, Expressing, Envisioning and Reflecting (Hetland et. al, 2012, p. 6). These ‘habits of mind’ are non-hierarchical and are considered throughout the coursework and field experiences as important for developing the artist-teacher as a reflective practitioner (Henderson, 1992; Schön, 1987) who can also demonstrate 21st century skills: critical thinking, creative thinking (Pink, 2006; Robinson, 2011), problem solving and collaboration.

The program embraces the studio model for learning with a focus on instructional strategies of lecture and demonstration, individual and collaborative work, and exhibition and critique (Hetland et al, 2012, p. 11). These strategies are modeled and integrated throughout the art education curriculum and support the development of the artist-teacher as a visual thinker (Arnheim, 1969/2004) who can apply the ‘artistic lens’ to his/her pedagogical and assessment (Sabol, 2006) practices.

Figure 1. KCAI Post Baccalaureate Art Education Program Framework.
Studio Thinking 2: The real benefits of visual arts education.

Figure 1. Illustrates the KCAI program model where the ‘artistic habits of mind’ are core to Creating, Connecting and Reflecting. Throughout the program coursework and field experiences candidates:

- Create interdisciplinary visual art curriculum, age-appropriate assessment tools and learning experiences in art with K-12 learners.
- Connect self-knowledge to pedagogy; connect learning theories and standards to art curriculum; connect visual art curriculum to students’ interests, cultures and contexts.
Reflect on beliefs and attitudes towards art and art education; reflect on the multi-dimensions of art teaching and learning; reflect on one’s practice

Building on a strong foundation of studio art, design and art history content knowledge, the program focuses the integration of educational and learning theory and field-based experiences. The coursework focuses on the creation of interdisciplinary curriculum, the study of visual art and culture, strategies to reach all learners, and inquiry-based learning with the aim of *culturally responsive teaching* (Anderson and Milbrandt, 2005; Keifer-Boyd, Amburgy & Knight, 2003; Lai, 2012; Taylor & Carpenter, 2006) through *pluralistic* curricular approaches that are required today for teaching diverse learners (Gardner, 1994; Goleman, 2011) in diverse teaching settings.

**PROGRAM GOALS**

The goals are built around the themes of *knowledge, skills and dispositions* that are linked to the Missouri Teaching Standards.

**Goal 1. Preservice art teachers demonstrate knowledge of art, art history, and art education content.**

a) Demonstrate knowledge of contemporary and historical art history.

b) Demonstrate knowledge of a variety of 2-D and 3-D art making processes.

c) Demonstrate technology and Web 2.0 skills for integration in K-12 art education. They should demonstrate understanding of K12 contemporary issues, art teaching. (Standard 1)

**Goal 2: Preservice art teachers demonstrate pedagogical skills that are necessary for PK-12 art teaching. (Stds. 1, 2 3)**

a) Demonstrate artistic skills: art-making (2-D and 3-D), exhibiting 2-D and 3-D artworks, using new technologies in art making, and thinking about art making practices (1C1)

b) Demonstrate pedagogical skills to support inclusive classrooms

c) Apply understanding of child and artistic development (2C1)

d) Help students in short and long-term planning (2C2)

e) Apply learning theory (2C3)

f) Differentiate lessons (2C4)

g) Build on student interests and experiences (2C5)

h) Connect curriculum to students’ cultures (2C6)

i) Plan, research and implement art curriculum, engage students, assess student learning, develop critical thinking, and classroom management

**Goal 3. Preservice art teachers demonstrate knowledge of student learners. (Stds. 4, 5)**

a) Demonstrate knowledge of a child development, artistic development, and how students differ in their approaches to learning. 2C1

b) Knowledge of diverse learners and cultural perspectives and how to adapt curriculum, instruction and learning environments.

c) Plan and implement curriculum and assessment that supports inclusive classrooms.

**Goal 4. Preservice art teachers demonstrate satisfactory human relations skills that are necessary for working with diverse groups of people, and teaching art in K-12 public school settings with diverse learners. (Stds. 6, 8, 9)**

a) Demonstrate effective communication (MO Standard 6)

b) Demonstrate professionalism (MO Standard 8 & KCAI Code of Conduct)

[capture the link here]

c) Demonstrate abilities to collaborate (MO Standard 9).

d) Demonstrates satisfactory dispositions.
ADMISSION TO THE POST-BACCALAURATE PROGRAM

List of Courses Required by the State of Missouri  With a KCAI required GPA of 3.0

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Printmaking OR Photography OR Graphics</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Fibers</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Art History OR Art Criticism</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Studio/Art Electives</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

Your transcripts are reviewed upon application and it will be determined which courses you need to meet the Missouri requirements. All prerequisites must be completed before student teaching in the spring. **You will be expected to obtain a “B” in any course taken to meet this requirement.** You will be responsible for supplying the program coordinator with any transcripts prior to completion of the program courses so these can be noted on your KCAI transcripts.

COURSES TO BE TAKEN AFTER ACCEPTANCE INTO THE PROGRAM.
(Plus any unfinished prerequisite courses - to be completed before Spring)

<table>
<thead>
<tr>
<th>Course#</th>
<th>Title</th>
<th>Credits</th>
<th>Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 401</td>
<td>Art Education Theory and Practice</td>
<td>3.0</td>
<td>SU (eve)</td>
</tr>
<tr>
<td>ART 410</td>
<td>Educational Psychology</td>
<td>3.0</td>
<td>SU (eve)</td>
</tr>
<tr>
<td>ART 402</td>
<td>Developmental Issues in Art Education</td>
<td>3.0</td>
<td>SU (eve)</td>
</tr>
<tr>
<td>ART 403</td>
<td>Instructional Methods and Techniques for Elementary Art</td>
<td>3.0</td>
<td>FA (eve)</td>
</tr>
<tr>
<td>ART 404</td>
<td>Instructional Methods and Techniques for Secondary Art</td>
<td>3.0</td>
<td>FA (eve)</td>
</tr>
<tr>
<td></td>
<td>Field Observations (total 3.0 credits)</td>
<td>1.0</td>
<td>FA (eve)</td>
</tr>
<tr>
<td>401,403,404</td>
<td>PRAC 401</td>
<td>1.0</td>
<td>FA (eve)</td>
</tr>
<tr>
<td></td>
<td>PRAC 403</td>
<td>1.0</td>
<td>FA (eve)</td>
</tr>
<tr>
<td></td>
<td>PRAC 404</td>
<td>1.0</td>
<td>FA (eve)</td>
</tr>
<tr>
<td>ART 405</td>
<td>Literacy in Art (Reading and writing)</td>
<td>3.0</td>
<td>SPR (eve)</td>
</tr>
<tr>
<td>ART 406</td>
<td>Student Teaching (Elementary &amp; Secondary)</td>
<td>8.0</td>
<td>SPR (day)</td>
</tr>
</tbody>
</table>

Summer Total Credits: 10.0  Fall Total Credits: 8.0  Spring Total Credits: 11.0
PROGRAM BENCHMARKS

A “benchmark” is the place where you meet the criteria to move forward to complete the next phase of the program.

**Benchmark I: Entrance into the Program [Late May]**
- Create a State Profile (See directions Appendix A)
- Successfully complete the background check
- Proof of a Tuberculosis (TB) test and health check
- Complete the MEP Test (See EXAMS)

**Benchmark II: Prior to Practicum Teaching [Late August]**
- Receive a “B” or better in ART401
- Receive a “B” or PRAC401 30 hours of observations & reflections
- Receive a “B” or better in ART410 and ART402
- Meet Disposition requirements (See Appendix H)
- Signed up for Liability Coverage. (See Appendix I)

**Requirements of Benchmark III: Prior to Student Teaching [Early December]**
- Receive a “B” or better in ART403, and ART404
- Meet Disposition requirements (See Appendix H)
- Pass PRA 403 and PRAC404 with positive evaluations and dispositions
- Pass the Pearson 036 Art Content Exam (See EXAMS)
- Update background check and TB test if necessary

**Requirements of Benchmark IV: Student Teaching Completion/Program Completion/Licensure**
- Receive a “B” or better in ART405, and ART406
- Pass the MoPTA 4 tasks at the level required by the State (See EXAMS)
- Receive positive evaluations of performance in student teaching
- Completed eportfolio

Meetings with the Program Coordinator at the completion of benchmarks will occur to document and evaluate your progress in the program See Appendix B Tracking Form.

**AT ANY POINT** (not just at Benchmarks), if a student has less than a B, s/he will be dismissed from the program. A student that is seen to be failing before a grade is issued, will be advised and counseled. This is to maintain the integrity of the program and to prevent unnecessary payment and paperwork for the student.

Generally, a warning and/or a contract will be provided depending on the severity of the circumstances, but if a student displays inappropriate behavior or language at any time, they may be dismissed from the program.

*See Behaviors and Expectations.*
GENERAL CLASSROOM POLICIES, BEHAVIORS & EXPECTATIONS

Statement on Classroom Civility, Professional Conduct, & Student Responsibility

[The professor reserves the right to manage a positive learning environment and thus will not condone inappropriate conduct in the course. Generally, academic/professional misconduct by a student shall include, but not be limited to: disruption of classes (sidebar conversation), rudeness toward the professor or other class members, insensitivity, misrepresenting information presented in class, manipulative and negative behavior, etc. Engagement in any of these behaviors carries penalty in terms of dismissal from the course, significant point reduction including grade reduction by one letter grade, or course failure.]

Responsibility: The basic premise in this course is that meaningful learning results from a process of rational discourse. You will have opportunities to learn from an array of materials and discourse presented. Your responsibilities are to take charge of your learning and to maximize your learning by reading assigned materials, participating actively in class discussions and other activities, respecting the dignity of each class member, communicating legitimate needs and concerns to the professor, completing required assignments on time and with high quality, and keeping track of your assignments and progress in class. In addition, your responsibility is to maximize learning opportunities for your classmates by sharing with them your knowledge, insights and perspectives during the learning process.]

[1] Adapted from Dr. Omiunota Ukpokodu

- Arriving to class on time is expected.
- Continued tardiness will result in a lowered course grade.
- Respectful interactions, language, and dialogue are expected of all art education teacher candidates.
- Active listening, participation and ‘mindfulness’ are expected.
- If you are not speaking, you are listening.
- Do not interrupt others when they are speaking.
- Providing tactful criticism and feedback are expected.
- No cell phones ringing during class.
- No text messaging during class.
- Please review the KCAI Code of Conduct for other general expectations.
- Demonstrating care for your work:
  - Submitted written paperwork is in good order (clean, stapled (if needed), etc.)
  - Corrections are made in the Word program and not added on later with pen/ink
  - Artwork is submitted in good order (ask for clarification if you are unsure)
  - Pay attention to the details
  - Submit work on time

If an issue arises, the instructor will address it with the individual first, as appropriate.

The instructor may also ask to meet with student after class to discuss the work or classroom behavior and with an instructor’s request to discuss and change the behavior(s). Depending on the behaviors, other campus individuals may be involved in the discussion.

The program instructors and program coordinator, in accordance with the KCAI Code of Conduct and the Post Baccalaureate Art Education Handbook will address any behaviors in the classroom and field work that does not meet KCAI policies and the national standards (NAEA) for art teacher preparation.

http://www.arteducators.org/store/9_TEACHER_STANDARDS_WEB_B_.pdf
1. MISSOURI EDUCATOR PROFILE (MEP) $22

The MEP is a test that assesses your inclinations toward, and potential in teaching. Upon completion of this profile, you will meet with the coordinator and to discuss it with the aim to increase and maximize your potential. This will help you and your teacher recognize areas needing extra focus. email a screenshot of your results to the Coordinator


2. PEARSON EXAM #036

Passing the appropriate Pearson examination is required by Missouri’s Department of Elementary and Secondary Education in order to obtain initial student teaching certification for the Spring. Please email the Coordinator of your passing (score).

Please go to:

Cost: $77.00  There are vouchers for this cost for qualified students. See your Coordinator.

Payment info:
http://www.mo.nesinc.com/TestView.aspx?f=MOCBT_TestFeesAndPaymentInformation.html&t=MO036

This is a 2 hour Computer Based Exam (100 question multiple choice exam) locations:

- **Pearson Professional Center**, 9200 Ward Parkway, Ward Parkway Corporate Center, Suite 101, KC MO.
- **Pearson Professional Center**, 8700 Indian Creek Pkway, Suite 120 Building 3, KCMO
- **Johnson Community College** Regnier Center, 2nd floor Room 243, Overland Park, KS

To find a location go to:
https://www7.pearsonvue.com/testtaker/registration/SelectTestCenterProximity/EVALUATIONSYSTE/464293

For Prep Materials:

3. MoPTA (Missouri Pre-Service Teacher Assessment)

This is a computer-based, 4-task essay and lesson plan Exam. Students are given deadlines to upload each task.

To Register, please go to:
http://mega.ets.org/test-takers/mopta/register/

Cost: $275.00  There is some assistance with this cost for qualified students.

4. ePortfolio

The Student Teacher e-portfolio is required by the KCAI Post-Baccalaureate Program. It contains evidences of teaching abilities and performance that will be used for assessment purposes as students proceed through the benchmarks. Carefully chosen artifacts and reflections will help demonstrate your competencies as an artist-teacher. Teacher-candidates will be guided in their creation of a professional artist-teacher portfolio during the art education courses.
FINGERPRINTING/BACKGROUND CHECK REQUIREMENTS

- A criminal history records check and fingerprinting is required before beginning student teaching and subsequently for licensure.
- Students must pass the background check to enroll in classes with a clinical component such as ART 401 (PRAC401).
- You are responsible for completing this requirement as soon as you are accepted into the program.
- Keep the documentation as you will need to provide it to school districts for practicum placements. (Make a copy or screenshot for the coordinator)

http://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check

Teacher-candidates cannot move forward in the program, engage in practicum or student teaching without having a successful background check results.

Please make sure that you indicate to the Finger Printing Office that you want a copy of the background check.

REQUIRED OBSERVATION HOURS for PRAC 401, 403, & 404

Practicum experiences are a component within art education courses with the aim to connect candidates with the practices of K-12 art teachers.

**Summer observations**

- **30 hours in PRAC 401** (Summer. A variety of classroom levels and placements provided)
  All fieldwork requires signed paperwork and an evaluation from the cooperating art teachers.

**Fall Observations**

PRAC 403 and PRAC 404 includes both observation and a supervised practice teaching experience where teacher candidates prepare an art lesson and teach it to an assigned class/grade level.

All fieldwork requires signed paperwork and an evaluation from the cooperating art teachers. Forms will be distributed to teacher-candidates and cooperating art teachers.

- **Approx. 60 hours combined in PRAC403 and PRAC404**
  - approx. 30 hours (2 weeks, full days) in PRAC403 (elementary)
  - approx. 30 hours (2 weeks, full days) in PRAC404 (secondary)

All paperwork (log sheets, cooperating teacher evaluation form) from the practicum must be submitted to your instructor prior to the end of the course. Adjunct teaching staff are responsible for submitting all practicum paperwork and assessments to the Art Education Coordinator upon completion of the courses in which they are teaching/overseeing practicum experiences. Teacher-candidates must submit these forms to the course instructor to receive a final grade for the course.
The Art Education Program Coordinator will identify schools and will make initial contact with cooperating teachers and administrators to propose a placement.

We believe that it is important to match teacher-candidates with cooperating teachers who are grounded in art education best practices, who have experience with diverse learners, who express a willingness to mentor, and who exhibit excellent communication skills.

Student teaching placements usually occur within 5-20 miles of KCAI. If there is a situation, where a candidate needs to have a placement that is outside of a 50 mile radius of KCAI, the situation will be addressed on a case by case basis, will work to arrange a placement in consultation with other university art education departments. Please be aware that in this case, the teacher candidate will have to pay an additional supervision fee with the host university. Please also be aware that out-of-radius placements are not guaranteed.

Cooperating teachers are given as much information about the candidates as necessary for a positive start. On-going communication is the key for a successful relationship.

The KCAI supervisor will provide cooperating teachers with a digital and/or written copy of the KCAI handbook that includes a sample of the assessment rubric to evaluate the teacher-candidates.

EXPECTATIONS OF TEACHER-CANDIDATE in PRACTICUM AND STUDENT TEACHING EXPERIENCES

See Agreement Forms Appendix C&D

The teacher-candidate is expected to:

● Make initial contact, meet with the cooperating teacher prior to the first day of observation, and will be responsible for all correspondence from that point forward.

At the meeting, speak with the Cooperating Teacher about:

● dress codes or school regulations.

● his/her: teaching style, philosophies, challenges, curriculum, etc.

The Student- Candidate should know to:

● Dress professionally and wear appropriate clothing for field-work.

   Remove facial piercings, wear clothing that is professional, clean and casual but not revealing and/or distracting, no jeans or athletic clothing, etc.

● Turn off all cell phones and digital devices during class time.

● Arrive early, and stay the entire scheduled observation time.

● Complete logs during the observation.

● Interact with the class and students as appropriate.
● Provide the cooperating teacher with logs for his/her verification and signature.

● Submit signed logs, completed observation forms and completed assessment rubric to KCAI faculty-coordinator.

● Notify the cooperating teacher by phone and email in case of emergency and they will not be able to observe.

● Contact cooperating teacher to reschedule any missed observations.

● Adhere to the *KCAI Code of Conduct* at all times.
  http://www.kcai.edu/student-life/code-conduct-policy

  **Report any problems regarding the teacher-candidate to the KCAI Art Education Program Coordinator immediately!!!**

**EXPECTATIONS OF PRACTICUM COOPERATING TEACHERS**

See Agreement Form Appendices E, F, G


Introduce teacher-candidates to classes and students.

  ○ Engage teacher-candidates in assisting with procedural responsibilities such as distributing materials, etc.

Share with teacher-candidates information about their:

  ● classroom rules
  ● teaching schedule
  ● teaching philosophy
  ● art curriculum
  ● methods of assessment
  ● strategies for teaching diverse and special needs learners
  ● other professional responsibilities
  ● any other relevant information

Verify observed hours on log.

**Complete online evaluation of teacher-candidate:**
https://artnet.kcai.edu/KCAI-practicum-evaluation

Complete the evaluation form with the KCAI supervisor (in class).

  **Report any problems regarding the Cooperative Teacher to the KCAI Art Education Program Coordinator immediately!!!**
WITHDRAWAL FROM PRACTICUM  401, 403, and 404

Students experiencing personal difficulties (personal illness and/or family emergency) that impedes their ability to complete any of the practicum experiences should:

1) Contact the instructor as soon as possible in writing to indicate their difficulty and/or intent to withdraw.
2) Meet with the instructor to discuss the reasons.

Instructor will:

1) Contact the cooperating teacher to discuss the situation.
2) Note the decision in the teacher-candidate’s file.
3) Contact program coordinator and school district liaison to inform them of the withdrawal.

Student will withdraw from the course following KCAI Withdraw Policies noted in the KCAI Student Handbook located at: [http://www.kcai.edu](http://www.kcai.edu) under “Student Life.”

EXPECTATIONS OF KCAI SUPERVISOR for STUDENT TEACHING

**Observes**
- Contacts cooperating teachers to arrange for site visits, one that includes an introduction.
- Observes a student teacher at least 4 times during a semester placement that includes 2 times at the elementary and 2 times at the secondary levels.

**Guides**
- Provides direction, feedback and guidance during the site visit and at scheduled campus meetings (seminars).
- Clarifies the roles and responsibilities assigned to the student teacher and cooperating teacher.
- Connects coursework to the student teaching experience.
- Is accessible to student teacher and cooperating teacher by email and phone.

**Collaborates**
- Acts as a resource for both the student teacher and the cooperating teacher.
- Acts as a campus liaison.
- Invites communication from the student teacher and cooperating teacher.
- Works with the art education program coordinator to discuss and revise the student teaching syllabus and course materials.
- Submits a copy of the final syllabus and course materials to art education program director.
- Plans and leads KCAI student teaching seminars (beginning, middle and end of semester).
- Communicates with the KCAI Art Education Program Coordinator on a regular basis to alert them to any issues in a timely fashion.
Evaluates
- Evaluates student teacher performance.
- Provides each student teacher with **verbal and written** constructive feedback for improvement.
- Provides a letter of recommendation to teacher-candidates, upon request of the teacher-candidate, and at the discretion of the KCAI supervisor.
- Reviews portfolio artifacts and reflections as needed.
- Submits the course grades for student teaching using the following criteria:
  - A course grade of “Pass” describes a student’s overall performance as *meeting or exceeding expectations* relative to the criteria on evaluation tools, and the expectations set forth in this handbook that include behaviors and dispositions. Teacher-candidates who pass should have attended all student teaching seminars.
  - The course grade of “Fail” describes a student’s overall performance as *not meeting expectations in competencies* relative to the criteria on evaluation tools, and the expectations set forth in this handbook that include behaviors and dispositions. Teacher-candidates who do not pass may also have not attended student teaching seminars.
  - Prior to the issuance of a grade of “Fail,” student teachers who are not performing in a satisfactory manner will receive a written notice from the KCAI supervisor. This will be based upon the KCAI supervisor’s and/or cooperating teacher(s) feedback and observations of the student teacher.
  - The KCAI supervisor will arrange for a meeting between the cooperating teacher, student teacher and him/her to discuss the noted areas of deficiencies.
  - The student teacher will be provided an opportunity to improve their performance in an agreed time period determined by the supervisor and cooperating teacher. The student teacher will have an opportunity for (1) one more re-evaluation by the KCAI supervisor and cooperating teacher.
  - If there is not evidence of demonstrated improvement at the next re-evaluation, the student teacher will be issued a letter of notification indicating that the final grade for student teaching will be “Fail.”
  - The KCAI supervisor will inform the art education program coordinator in writing of this decision and provide the program director with a copy of the letter of notification to the student teacher and cooperating teacher.

**WITHDRAWAL from STUDENT TEACHING**
Students experiencing personal difficulties (personal illness and/or family emergency) that impedes their ability to complete any of the practicum experiences should:

1) Contact the instructor as soon as possible in writing to indicate their difficulty and/or intent to withdraw.
2) Meet with the instructor to discuss the reasons.

Instructor will:
- 1) Instructor will contact the cooperating teacher to discuss the situation.
- 2) Instructor will note the decision in the teacher-candidate’s file.
- 3) Instructor will contact program coordinator and school district liaison to inform them of the withdrawal.

Student will withdraw from the course following KCAI Withdraw Policies noted in the *KCAI Student Handbook* located at [http://www.kcai.edu](http://www.kcai.edu) under “Student Life.”
FIELD WORK: STUDENT TEACHING  
ART 406 - 8 cr. (total one semester)

EXPECTATIONS OF COOPERATING TEACHERS

The following is intended as a guide for the cooperating teacher in helping the student teacher achieve a successful student teaching experience.

Qualification Requirements for Cooperating Teachers

- Cooperating teachers must hold a Kansas or Missouri teaching license or its equivalent in the discipline area.
- They must have a minimum of three years of full-time teaching in art education.
- They must have taught in that school or school system for at least one year.
- They must agree to the assignment as a cooperating teacher.

Orientation

- Prepares the class for the arrival of the student teacher.
- Provides adequate work space for the student teacher.
- Prepares the student teacher for immersion into the class, school, and district.
- Supports the student teacher growth and development.
- Assembles necessary materials describing the school, its policies, curriculum, etc. for the student teacher.

Planning

- Plans for a variety of student teacher to experiences (i.e. classroom teaching, preparation, supervision of recess, study hall, lunchroom, library/media center, observations of other teachers, etc.)
- Requires written lesson plans from the student teacher prior to teaching.
- Reviews and provides feedback on art lesson plans, instruction and teaching strategies.
- Helps student teacher strategize for teaching diverse learners.
- Assists the student teacher in demonstrating growth toward independence in developing a variety of teaching tools over time.

Professionalism

- Models and discusses his/her philosophy of teaching.
- Guides student teachers in developing knowledge, skills and dispositions necessary for art teaching.

Transfer of Responsibility

- Allows the student teacher the opportunity to gradually assume primary responsibility for teaching.
- Allows the student teacher to assume full responsibility for at least one (1) full week.
- When the student teacher assumes full responsibility for teaching an art lesson, provides student teach redirection only as needed. Provides feedback to student teacher after the art lesson.
- When the student teacher assumes full responsibility for teaching a lesson, it should be evident to students in the class that the student teacher is the lead teacher.

Continued
Evaluation
● Completes required evaluation forms with KCAI supervisor.
● Completes a final evaluation/recommendation for candidates.
● Reviews and assesses the student teacher portfolio artifacts and reflections as needed.
● Provides input into final grade with KCAI supervisor.

Conferencing
● Schedules and attends regular conferences with the student teacher and KCAI supervisor to promote effective teaching.
● Uses informal and formal evaluations to communicate feedback about observations of student teacher performance.
● Attends meetings with KCAI instructor and student teacher at scheduled site visits.

EXPECTATIONS OF STUDENT TEACHERS (Student Candidates)

○ You are expected to adhere to the school and art classroom schedules, attend school functions as determined by your cooperating teacher, attend faculty/staff meetings, in-service sessions, and parent-teacher conferences.
○ Exhibit professionalism and ethics as you also represent KCAI. You are expected to adhere to the KCAI Code of Conduct at all times.
○ Prepare for your KCAI supervisor visits to ensure maximum feedback from him/her.
○ Submit required lesson plans and assignments to your cooperating teacher and/or KCAI supervisor.
○ Be open minded of feedback by your KCAI supervisor and cooperating teachers.
○ Understand the assessment tools provided to you by KCAI and that will be used for the evaluation of your performance.
○ Keep in touch with your KCAI supervisor by phone or email to alert him/her to any questions, problems, etc.
○ Dress appropriately and professionally while in the public schools.
○ Engage in clear, respectful and professional communication with the cooperating teacher, KCAI supervisor, school personnel and parents.
○ Discuss issues, concerns, and circumstances directly and in a timely way with your cooperating teacher and KCAI supervisor.
○ Maintain confidentiality with knowledge of student records and data.
○ Enforce school and classroom rules.

EXPECTATIONS of STUDENT TEACHERS: PROFESSIONAL DISPOSITIONS
It is expected that teacher-candidates/teachers demonstrate both dispositions (Dottin, 2012) and skills included in the Missouri Teaching Standards and Quality Indicators (1-9)

○ Dispositions of care
○ Content Knowledge
○ Understands student learning growth and development
○ Curriculum planning and implementation
○ Critical thinking
○ Creates a positive classroom environment (as a teacher candidate learner and as a teacher-candidate in K-12 settings)
○ Models effective and respectful communication with program faculty and peers
○ Uses multiple forms of assessment to gauge learner progress
Engages in professionalism (and adheres to code of conduct expected of teacher candidates)
- Effectively collaborates

These important dispositions will be assessed at multiple points during the practicum experiences for ART 401, 402, 403, and 404 and during the student teaching experience (ART 406). Students will be provided feedback and opportunities for growth and development.

**PREPARING FOR LICENSURE**
- Understand the program course rotation.
- Develop a plan to work toward meeting your professional program requirements.
- Review the requirements for the program that include exams.
- Plan/prepare for exams in a timely way; note deadlines and fees.
- Take advantage of the resources available to you by KCAI staff, and other support services on campus.
- Visit MO Dept of Education and KS Dept of Education sites

**GENERAL POLICIES FOR STUDENT TEACHING**

**Student Teaching Placements**
- Art education placements for student teaching are in the spring semester.
- Students should not contact a school to arrange for his/her placements.
- The Coordinator of Art Education with input from the schools will determine your placement. The student and coordinator will be notified of all placements.

**Student Teaching Certificate**
If student teaching in Kansas, you may be required to have a “Student Teaching Certificate.” (KS Rule 91-19-2). This is completed by the KCAI Art Education Coordinator. You will be provided with the original. A copy will be retained on file with the KCAI Art Education Coordinator and the Kansas Dept of Education.

**Calendar**
Student teachers are expected to follow the school district and teacher’s daily and term schedule.

**Absences**
Only illness and personal emergencies in the immediate family are considered legitimate reasons for absence and must be reported to your cooperating teacher and KCAI supervisor.

Candidates who are absent 3 days or more due to illness or personal emergency will be asked to extend their placements to make up time. Candidates who are excessively tardy and/or absent for reasons outside of illness will not receive a passing grade for student teaching.

Student teachers who wish to interview for jobs during the student teaching semester should arrange for interviews after the regular teaching day.

**Student Teaching Seminars**
Attendance at on-campus student teaching seminars is **mandatory**. It is expected that there will be 3 seminars (beginning, middle and end of semester) in the evenings and held on the main KCAI campus. **Failure to attend a seminar for reasons that may not be considered**
legitimate, will constitute an unexcused absence.

Cooperating Teacher/Substitute Teaching
If a cooperating teacher must be absent, a substitute teacher must be present in the classroom. The student teacher may observe or assist the substitute teacher. Since student teachers are not licensed, they may not serve as substitute teachers. THERE ARE NO EXCEPTIONS. Student teachers who may be licensed teachers in other areas can not teach in art classrooms as a substitute teacher while student teaching.

Long-Term Absence of Cooperating Teacher
If the cooperating teacher is expected to be absent for an extended time (in excess of a week), the KCAI Supervisor must be contacted to determine if alternative arrangements should be made.

Cooperating Teacher Leaving the Room
The student teacher may be in the classroom alone for short periods of time without the cooperating teacher and when the cooperating teacher determines that the student teacher can effectively manage the classroom. However the student teacher should know where the Cooperating Teacher is on the school campus.

Work Load of a Student Teacher
The student teacher’s duties may include the following:
- Curriculum planning
- Assessment of student learning
- Classroom instruction, set-up and clean-up
- Faculty meetings
- Supervisory duties
- Co-curricular activities
- Parent-teacher conferences
- ePortfolio development

Student teachers will gradually assume more responsibility throughout their placement. At a minimum, the student teacher should experience teaching a full teaching schedule for 1 week. The actual number of classes assigned to student teachers will be determined by a student’s readiness and the cooperating teacher and the KCAI supervisor.

Employment During Student Teaching
While employment during the student teaching semester is often necessary, however, it is expected that any employment will not interfere with full commitment to student teaching. NO ABSENCES FOR WORK PURPOSES ARE ACCEPTABLE.

Professional Liability
Professional liability coverage in the state of Missouri is required for student teachers and may be purchased through private companies or professional organizations. Missouri NEA or the National Art Education Association (NAEA) and the Missouri State Teachers Association (MSTA) usually offer coverage for free to student teachers. For your own protection, it is required that you obtain this coverage while you are student-teaching.

Resolution of Problems
Any problems that may arise during student teaching should be resolved between the student, the cooperating teacher and the KCAI supervisor. Please contact the KCAI supervisor in a timely
way if problems arise that require assistance in resolving. The KCAI supervisor must keep the KCAI Program Coordinator apprised of any problems that may be occurring.

Access and Accommodation
KCAI will provide services and accommodations as mandated by the Americans with Disabilities Act and section 504 of the Rehabilitation Act. Students requesting accommodations based on disability status should provide KCAI appropriate documentation. Students who have documented disabilities and are eligible for accommodations must provide documentation of the disability to Academic Support and Disabilities Services 816-802-3440 before accommodations can be provided.

Policy for Reporting Suspected Child Abuse
If you become aware of an instance of child abuse while student teaching in a K-12 school setting, you are required by law to inform your cooperating art teacher and follow school policies for reporting.

Transportation
You are responsible for arranging for transportation during your student teaching experience.

APPLYING FOR LICENSURE/CERTIFICATION in MISSOURI

At this time, applications for certification are submitted online through http://dese.mo.gov/educator-quality/certification/educator-certification-help-guide

The Coordinator of the Program will collect official transcripts (from all Colleges) and submit them to the State of Missouri Department of Education.

You will be notified of certification on your State Profile

You must also mail in required documents to:
Educator Certification
P.O. Box 480
Jefferson City, MO 65102-0480
573-751-0051
certification@dese.mo.gov
OTHER POLICIES

GRADING

● All course grading follows policies noted in the KCAI Student Handbook.
● Practicum courses and student teaching will be noted with “A/F” (basically a P/F but to allow averaging into gpa). Any request for an “Incomplete” grade by a student will be in accordance with KCAI policies for Incomplete grades noted in the Student Handbook.
● Any student who wishes to appeal a grade, will follow the process for grade appeals outlined in the Student Handbook.

WITHDRAWAL FROM ART EDUCATION COURSES

Withdrawal from any art education course means that a student must re-apply to the art education program given the sequential nature of the program.

Please follow all necessary steps to withdraw outlined in the KCAI Student Handbook.

Student is responsible for contacting the Art Education Program Director AND appropriate KCAI offices (Registrar, Business office, Financial Aid or any other office) to settle accounts and to withdraw.

Please note that there is a $100 program art education program withdrawal fee.

IDs

Once you are accepted into the program, please obtain a student ID through KCAI security office located in Vanderslice Hall.

KCAI EMAIL and REGISTRATION FOR KCAI COURSES

After your program admittance and confirmation of payment from the KCAI Business Office, the program coordinator will provide Campus Technology with your name and a non-KCAI email address on file.

Campus Technology will create a KCAI account and notify you via the non-KCAI email you provided to us.

This notification will include initial login credentials, and instructions via a link to https://artnet.kcai.edu to change your password.

Campus Technology recommends that all students save work on flash drives, external drives, or in the Cloud. On premises storage provided by KCAI will not be available during the 2014-2015 academic year.

TO ACCESS YOUR EMAIL ACCOUNT:

1. Go to: https://access.kcai.edu
2. Enter your user name: example: jsmith (John Smith)
3. Enter your temporary password.
4. Enter your new password.
5. Confirm your new password.
6. It takes about 1 hour for the system to reset and for you to be able to log into your account.
7. Keep your password in a safe place. If you need help call KCAI IT: 816-802-3502

TO CHANGE YOUR PASSWORD:
https://access.kcai.edu/iisadmpwd/aexp2b.asp

FOR TECHNOLOGY RELATED LINKS:
https://artnet.kcai.edu/technology

ACCESSING MyKCAI:

MyKCAI is the place for campus announcements, web registration, calendars and other campus information.
1. After you have your email account, go to: https://mykcai.kcai.edu/ics and log in with your password and user name.
2. You can link to: Course Searches, Jannes Library and Apple Store.

MyKCAI—REGISTRATION for CLASSES:

1. After you have logged in, click on “STUDENT” tab at top.
2. Select “COURSE SCHEDULES” tab on left.
3. Click on term you need (ex. 14-`15 Fall).
4. Click “Search” for Classes using course number.
5. Click on course you want.
6. Follow prompts.
7. If you have registration questions or issues, please contact the Registrar’s office at 816-802-3444 (Scott Seitz) or Alison Miller at 816-802-3371.

ACCESSING ArtNet

1. Go to Art Net: https://artnet.kcai.edu (information about Print Center, KCAI Technology, and List of Phone Extensions of KCAI faculty and staff.)
2. Use your email credentials to log in to ArtNet.
CAMPUS RESOURCES

KCAI Post-baccalaureate Program
http://www.kcai.edu/academics/arteducationcertificate

KCAI Art Store
816-802-3349

KCAI Business Office
816-802-3500

KCAI Campus Technology Help
816-802-3502

KCAI Registrar's Office
816 802-3444

KCAI Financial Aid Office
816 802-3448

Jannes Library
816-802-3390
http://www.kcai.edu/academics/library

KCAI Security
816-931-6666

OTHER RESOURCES

Missouri Department of Elementary and Secondary Education
205 Jefferson St.
Jefferson City, MO 65101
573-751-4212

Missouri Standards for Preparation of Teachers
  ● Missouri NEA (National Education Association)
    ● http://www.mnea.org/
  ● National Art Education Association
    ● http://www.naea-reston.org

Kansas State Dept of Education
900 SW Jackson St Suite 106
Topeka, KS 66612-1212
How to Create a Missouri State Profile


Home » Educator Quality » Certification

All certification requests will be made through the online educator certification system.

1. REGISTER
   a. To access the system, you must first create and register a userid and password at the following web page: https://k12apps.dese.mo.gov/webLogin/login.aspx. Click "Register" in the lower portion of the page
   b. Complete the registration questions
   c. Click "Create User" (a confirmation message will appear)
   d. Click "Return to DESE Login page" link
   
   NOTE: Do not create more than one username. Creating multiple usernames will cause the system to deny you access to your profile page and certification records. If you have forgotten your username or password, you can click on "Forgot Username/Password?" in the lower section of the login page to request your username or to reset your password.

2. CONNECT USERNAME/PASSWORD TO WEB APPLICATIONS SYSTEM (https://k12apps.dese.mo.gov/webLogin/login.aspx)
   a. Enter your username and password and click "Login" to access the User Application page.
   b. Click "Educator Certification System - Request Educator Access" link
   c. Click "Submit"
   d. Click "Close" in the small confirmation window
   e. Click on "Educator Certification System" link
   f. Enter your Social Security Number (SSN) and date of birth (DOB)
   
   g. Click "Submit"

   h. Enter or verify your Profile information (proper/legal name - no nicknames) and click "Save Profile"
   i. Scroll down and complete or edit the Contact Information* section and click "Save"* An e-mail address must be included in this section, as all correspondence from Educator Certification will be sent to you by e-mail.

3. APPLY FOR CERTIFICATION
   a. Locate the appropriate application (Initial, Substitute, Non-MO Graduate, etc.) under "Applications" in the menu on the left side of your Profile page.
   b. Click on the application name link to open the application
   
   c. Complete the application*

   d. Click "Submit to DESE"
   
   e. Mail supporting documents as indicated on application checklist**, if applicable

   *Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before electronically signing by selecting "I Accept." This agreement provides DESE with permission to verify your professional conduct statements.

   **Your internet browser must allow "pop-ups" in order to view the application checklist.
Additional Information for Returning Users

Accessing your Profile
You can find the login page by clicking on "Web Applications" in the bottom section of the DESE Homepage or on "DESE Web Applications" on the DESE Educator Certification main page. Once you log in with your username and password, you will only need to click on the "Educator Certification System" link to get to your Profile page. (If you are prompted to enter your SSN and DOB again, and you receive a message that they are already linked to another profile, this means that you are trying to log in with a username that is different from the one that is already tied to your SSN.)

Applying for a new type(s) or additional area(s) of certification
1. Access your Profile page by logging in with your username and password
2. Locate the appropriate application (Upgrade, Additional, Administrator, etc.) under "New Applications" in the menu on the left side of your Profile page.
3. Click on the application name link to open the application
4. Complete the application*
5. Click "Submit to DESE"
6. Mail supporting documents as indicated on application checklist**, if applicable

*Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before electronically signing by selecting "I Accept." This agreement provides DESE with permission to verify your professional conduct statements.

**Your internet browser must allow "pop-ups" in order to view the application checklist.

Checking the status of your application
1. Access your Profile page by logging in with your username and password
2. Scroll down to and click on the gray "Application Status" bar or click on the "Application Status" link in the menu on the left side of your Profile page
3. Click on the blue application name link (Upgrade, Additional, Administrator, etc.)
4. Scroll to bottom of page to read the "Memo" Section

Checking the status of your background clearance
1. Access your Profile page by logging in with your username and password
2. Scroll down to and click on the gray "Fingerprint Information" bar on your profile page

Checking the status of your education records
1. Access your Profile page by logging in with your username and password
2. Click on "Education" in the menu on the left side of your Profile page to view your records
3. You may add the name and location of any colleges/universities you have attended that are not listed. All other information will be entered by DESE upon receipt of original transcripts that must be mailed to Educator Certification, PO Box 480, Jefferson City, MO 65102.

Viewing your designated assessment scores
1. Access your Profile page by logging in with your username and password
2. Scroll down to and click on the gray "Praxis II Test(s)" bar on your profile page

Viewing and printing a copy of your Missouri certificate
1. Access your Profile page by logging in with your username and password
2. Scroll down to and click on the gray "Certificate Status" bar or click on the "Certificate Status" link in the menu on the left side of your profile page
3. Locate and click on "View Certificate" in the center of the page
4. Print the certificate

Other General Information

● In your online Profile, you will be assigned an Educator ID number that will appear below your SSN. This is a unique identification number that you can use in place of your SSN when corresponding with our office.
● You may not make corrections or updates to your name, SSN, date of birth, or gender on your Profile. You must submit an Update Personal/Education Information Form and supporting documents in order to request changes to any of these fields.
● You may change your address, telephone number(s), and e-mail address by clicking on "Edit Contact Information" and then saving the changes.
● Please be sure to include your Educator ID with all documents that are mailed to Educator Certification. This number is located on your Profile page below your SSN.
● School district personnel can view your certificate status, fingerprint information, and designated assessment scores.
● Information regarding the fingerprinting process is available on the DESE website.
APPENDIX B.

Student Tracking and Progress

Name ___________________________________________ Letter of Acceptance sent __________

Entry GPA _______ Final GPA _____ Undergrad Major__________ Year of PB Grad 2017 _______

<table>
<thead>
<tr>
<th>Course</th>
<th>Has? Yes/No</th>
<th>Course Name/#</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing/Foundation</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Design/Foundation</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Prmkg/Grphics/Photo</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fiber</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History, Theory,</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Criticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Electives             |             |                |         |       |

<table>
<thead>
<tr>
<th>Post Baccalaureate Classes/Summer</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 401 - Theory to Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PRAC 401 - Observation (Summer)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ART 402 - Developmental Issues</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 410 - Educational Psychology</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Post Baccalaureate Classes/FAll

| ART 403 - Instructional Methods Elem | 3   |
| PRAC403 Elementary Observation 60 hours (2 weeks full day Qtr 1) | 1   |
| ART 404 - Instructional Methods Secondary | 3   |
| PRAC 404 Secondary Observation 60 hours (2 weeks full day Qtr 2) | 1   |

Post Baccalaureate Classes/Spring

| ART 405 Literacy in Art (Reading and Writing about Art) | 3   |
| ART 406 Student Teaching (elementary & secondary, 1 quarter of each) | 8   |

---

___ MEP: Completed ___ Pearson Score (220 to pass) ___ Mopta Tasks passed
___ Background Check ___ Health Check ___ TB Test ___ Liability coverage (free)

**Dates of Advisement**
APPENDIX C.

KANSAS CITY ART INSTITUTE
A four-year college of art and design

Fall KCAI Student Teacher Agreement

When You First Meet

You should schedule a short visit with your Cooperative Teacher before you begin your observations. Review these documents. Share email addresses and phone numbers with your Cooperative teacher (Coop). Ask about school procedures for illness, emergencies, snow days, etc.

As You Observe, make sure you know:

- School hours, when you are expected to be there, daily schedule, and extracurricular and supervisory activities. Yes, you follow the Coop Teacher for these duties if needed.
- Observe classroom procedures and policies, i.e., attendance, behavior/discipline, clean-up, storing work, moving to other classrooms, playground, etc. You demonstrate you know these in your one class lesson.
- Observe other activities in the school in which a student teacher might take part in the future as a teacher (coaching, chaperoning, summer school, etc.).

Questions you may need to ask.

- It's the little things that make adjustment easier. Where should you park? Need a sticker?
- Where is the coffee? Where are the bathrooms for faculty?
- Where to find the Principal and front office personnel.
- Do you need identification to allow access to the building and classroom.
- Go over the dress code for this building. Are Fridays more casual?
- Ask about code of conduct and/or discipline policy for the building, including procedures for fire and tornado drills. Do you have an emergency color code system?

Your Responsibilities as an Observing Student

- Be Prompt. Early is on time. On time is late.
- Pay attention to the subject matter being taught, how it is taught. You will be developing one lesson in collaboration with your Cooperative teacher.
- Dress appropriately. Look and see what other teachers are wearing.
You can help out here and there, but not if it takes over being able to observe.

Accept criticism gracefully and ask for clarification where needed.

Let your Coop teacher know immediately if you see anything dangerous or harmful happening in the classroom. Do not take action on your own. There may be extenuating circumstances.

Take pictures of you helping or guiding students if possible and it's not disruptive. Try to get angles where a student's face is not in the picture and inquire if any students may not be photographed.

You are expected to follow the school calendar, and to be in your classroom. If you are sick, or need to leave for any reason, it is YOUR responsibility to notify Ellen Taylor (913-782-8892) and the Cooperative teacher.

DO NOT ask or allow the Principal or Coop teacher to ask you to cover another class. The Coop teacher should never arrive late, never leave the building or be far from your classroom while you are present in the classroom. You are NOT a substitute. If any issues arise, please call Ellen Taylor 913-782-8892 or Melinda Robino 913-515-5818.

I have read the above information, and promise to conduct myself appropriately as described above. It is my goal to learn more about being a teacher and preparing for the required lesson and observation.

KCAI Student Teacher Sig. ____________________________ Date __________

KCAI Student Teacher Name ____________________________ Date __________

Cooperative Teacher Name ____________________________

Cooperative Teacher email ____________________________

School Name ____________________________

Both Student Teacher and Cooperative Teacher should sign this document and it remains with the Cooperative teacher.
APPENDIX D.

Spring KCAI Student-Teacher Agreement

When You First Meet

Share email addresses and phone numbers with your Cooperative teacher (Coop). Ask about school procedures for illness, emergencies, snow days, etc.

As You Observe, make sure you know:

- School hours, when you are expected to be there, daily schedule, and extracurricular and supervisory activities. Yes, you follow the Coop Teacher for these duties if needed.

- Observe classroom procedures and policies, i.e., attendance, behavior/discipline, clean-up, storing work, moving to other classrooms, playground, etc. You demonstrate you know these in your one class lesson

- Observe other activities in the school in which a student teacher might take part in the future as a teacher (coaching, chaperoning, summer school, etc.).

Questions you may need to ask.

- It's the little things that make adjustment easier. Where should you park? Need a sticker?

- Where is the coffee? Where are the bathrooms, or a refrigerator?

- Where to find the Principal and front office personnel.

- Do you need identification to allow access to the building and classroom.

- Go over the dress code for this building. Are Fridays more casual?

- Ask about code of conduct and/or discipline policy for the building, including procedures for fire and tornado drills. Do you have an emergency color code system?

Your Responsibilities as an Observing Student

- Be Prompt. Early is on time. On time is late.

- Pay attention to the subject matter being taught, how it is taught. You will be developing one lesson in collaboration with your Cooperative teacher.

- Dress appropriately. Look and see what other teachers are wearing.

- You can help out here and there, but not if it takes over being able to observe.

- Accept criticism gracefully and ask for clarification where needed.

- As you transition into teaching, you will need to have your lesson plans completed ahead of time and be reviewed by your Cooperative teacher and KCAI Field Supervisor. This is YOUR responsibility. You will be given details and a general timeline, but constant oversight will not be part of the process.

- Let your Coop teacher know immediately if you see anything dangerous or harmful happening in the classroom. Do not take action on your own. There may be extenuating circumstances.
● Take pictures of you helping or guiding students if possible and it’s not disruptive. Try to get angles where a student's face is not in the picture and inquire if any students may not be photographed.

● You are expected to follow the school calendar, and to be in your classroom. If you are sick, or need to leave for any reason, it is YOUR responsibility to notify Ellen Taylor (913-782-8892) and the Cooperative teacher.

● DO NOT ask or allow the Principal or Coop teacher to ask you to cover another class. The Coop teacher should never arrive late, never leave the building or be far from your classroom while you are present in the classroom. You are NOT a substitute. If any issues arise, please call Ellen Taylor 913-782-8892 or Melinda Robino 913-515-5818.

I have read the above information, and agree to conduct myself appropriately as described above. It is my goal to learn more about being a teacher and preparing for the required lessons and teaching demonstrations.

KCAI Student-Teacher Sig. ________________________________ Date __________

KCAI Student-Teacher Name ________________________________ Date __________

Cooperative Teacher Name ________________________________
Cooperative Teacher email ________________________________
School Name ________________________________

PLEASE SIGN AND RETURN TO Ellen Taylor. An extra, unsigned copy will be provided for the teacher and yourself.

Rev. 9/4/2015
APPENDIX E.

OBSERVATION EVALUATION BY COOPERATING TEACHER

To be completed by Cooperating Art Teachers During Practicum 401, 403 and 404

Name of Student: __________________________________________

School: ____________________________________________________

School Address: ____________________________________________

Teacher: ___________________________________________________

Dates of Observation: Months(s) ______________________ Year ____________

Please rate the pre-student teacher using the following criteria.

Definition of Rating Descriptors:

Exceeds Expectations (3)
The teacher candidate is prepared, possesses and demonstrates a high levels of knowledge, skill, and/or dispositions.

Meets Expectations (2)
The teacher candidate is prepared, possesses the necessary knowledge and consistently and effectively demonstrates the skill, knowledge, and/or dispositions required.

Developing (1)
The teacher candidate is prepared, but inconsistently demonstrates the skills, knowledge, and/or dispositions required.

Does Not Meet Expectations (0)
The teacher candidate is inconsistently prepared and/or does not demonstrate the skill, knowledge, and/or dispositions required.

Note: If you record a “0” please comment in space provided.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>RATING 0, 1, 2 or 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctual; on time</td>
<td></td>
</tr>
<tr>
<td>Dependable; demonstrates ability to follow through</td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability for positive rapport with students</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a caring attitude</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of art subject &amp; technique</td>
<td></td>
</tr>
<tr>
<td>Able to absorb feedback and reflect on practice</td>
<td></td>
</tr>
<tr>
<td>Positively interacts with students and staff</td>
<td></td>
</tr>
<tr>
<td>Exhibits good judgement and tact</td>
<td></td>
</tr>
<tr>
<td>Has professional appearance</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a willingness to learn</td>
<td></td>
</tr>
<tr>
<td>Demonstrates flexibility</td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective time management</td>
<td></td>
</tr>
<tr>
<td>Understands and follows school rules/policies</td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective communication in writing and speaking</td>
<td></td>
</tr>
<tr>
<td>Speaks appropriately for the classroom setting</td>
<td></td>
</tr>
<tr>
<td>Overall rating of performance</td>
<td></td>
</tr>
</tbody>
</table>

Please list any areas that were not meeting expectations. These will be discussed with the teacher-candidate.

What constructive feedback can you provide to help the teacher-candidate further develop?
What strengths did you see in the teacher-candidate?
APPENDIX F.

OBSERVATION EVALUATION FOR PRE-SERVICE (PRACTICUM)
Linked to MO standards for teacher performance and Missouri Pre-Service Teacher Assessment

STUDENT TEACHING
For use in ART 406

Name of Student: ________________________________
School: _______________________________________
School Address: __________________________________
Teacher: _______________________________________
Dates of Placement: Months(s) __________________ Year _____________

Please rate the pre-student teacher using the following criteria.

Definition of Rating Descriptors:

Exceeds Expectations (3)
The teacher candidate is prepared, possesses and demonstrates a high levels of knowledge, skill, and/or dispositions.

Meets Expectations (2)
The teacher candidate is prepared, possesses the necessary knowledge and consistently and effectively demonstrates the skill, knowledge, and/or dispositions required.

Developing (1)
The teacher candidate is prepared, but inconsistently demonstrates the skills, knowledge, and/or dispositions required.

Does Not Meet Expectations (0)
The teacher candidate is inconsistently prepared and/or does not demonstrate the skill, knowledge, and/or dispositions required.

Rate the candidate with a Number 0, 1, 2, or 3 to indicate the level of development that you have observed. Note: If you record a “O” please comment in space provided.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Instruction Standard 1 and 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepares culturally responsive and relevant art curriculum (St. 1.1, 1.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses knowledge of students in planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes appropriate resources and artworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses school and community resources in planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares lesson with art teacher prior to teaching for feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of planning for diverse learners and differentiated instruction (Standard 2.4, 3.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum addresses ‘studio habits of mind’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives are aligned with state standards (St. 3.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans for assessment and includes a tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of subject of art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective and clear verbal, written and nonverbal communication; uses proper grammar and spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taught curriculum matches written lesson plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connects topic to prior knowledge, students’ experiences and culture(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Connects topic to other disciplines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of an engaging and clear demo/introduction to unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages students in inquiry with age appropriate questions and/or activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes opportunities for individual and group learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly introduces and/or reinforces art terms and vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes critical and creative thinking through instructional strategies (St. 4.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages transitions well between activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates technology as appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiated instruction through varied strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For diverse learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction embraces “studio habits of mind” (<a href="#">Developing Craft, Engaging and Persisting, Observing, Stretching and Exploring, Understanding Art Worlds, Expressing, Envisioning and Reflecting</a>)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

| Plans and creates appropriate assessment tools |  |
| Evidence of providing constructive feedback (formal and informal) to students |  |
| Uses appropriate strategies to monitor learning and promote student interest |  |
| Collects, reviews and analyzes student outcomes and reflects on the strengths and weaknesses of the lesson |  |

**Management and Environment**

| Evidence of ability to effectively manage class time (St. 5.2) |  |
| Materials are accessible to students (St. 5.2) |  |
| Evidence of ability to manage materials and resources (St. 5.2) |  |
| Evidence of ability to manage individual and groups (St. 5.1) |  |
| Creates a positive classroom culture (St. 5.3) |  |

**Professionalism/Communication**

| Dependable and punctual |  |
| Effective verbal and nonverbal communication (St. 6.1) |  |
| Demonstrates excellent judgement and tact |  |
| Demonstrates respect for and rapport with students |  |
| Interacts positively with cooperating teacher and school staff (St. 6.1) |  |
| Has a professional appearance |  |
| Works cooperatively with peer/teacher candidate(s) |  |
| Reflects on practice and sets new goals based on experience and feedback from cooperating teacher and supervisor |  |
| Follows school and classroom rules |  |
| Provides cooperating teacher with curriculum prior to teaching |  |
| Attends required student teaching seminars and school meetings |  |
| Completes the required tasks for the Missouri Pre-Service Teacher Assessment |  |

**Comments (Write on back or email if in-depth notations are needed):**

**List areas for future growth:**

**APPENDIX G.**
To be completed by KCAI Supervisor and Cooperating Teachers during Student Teaching ART 406

Teacher Candidate: ___________________________ Student ID: ________
University Supervisor: _______________ Date ___________
School: ___________________________
Cooperating Teacher: _______________ Subject/Grade: _______________

<table>
<thead>
<tr>
<th>Standard #1: Content Knowledge Aligned with Appropriate Instruction</th>
<th>MoPTA Task</th>
<th>Approaching Emerging-0</th>
<th>Emerging 1</th>
<th>Emerging 2</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Content Knowledge and Academic Language</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Student Engagement in Subject Matter</td>
<td>3, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #1 Comments:**

<table>
<thead>
<tr>
<th>Standard #2: Student Learning Growth and Development</th>
<th>MoPTA Task</th>
<th>Approaching Emerging-0</th>
<th>Emerging 1</th>
<th>Emerging 2</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 Differentiated Lesson Design</td>
<td>1, 2, 3, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #2 Comments:**

<table>
<thead>
<tr>
<th>Standard #3: Curriculum Implementation</th>
<th>MoPTA Task</th>
<th>Approaching Emerging-0</th>
<th>Emerging 1</th>
<th>Emerging 2</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Implementation of Curriculum Standards</td>
<td>1, 2, 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Lessons for Diverse Learners</td>
<td>3, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #3 Comments:**

<table>
<thead>
<tr>
<th>Standard #4: Critical Thinking</th>
<th>MoPTA Task</th>
<th>Approaching Emerging-0</th>
<th>Emerging 1</th>
<th>Emerging 2</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking</td>
<td>3, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #4 Comments:**

---

**Definition of Rating Descriptors**

**Approaching Emerging - 0:** the teacher candidate is prepared and possesses the necessary knowledge but does not demonstrate the performance.

**Emerging - 1:** the teacher candidate is prepared, possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level of the Professional Continuum.

**Emerging - 2:** the teacher candidate is prepared, possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level of the Professional Continuum.

**Developing - 3:** the teacher candidate is prepared, demonstrates consistently at the Emerging Level and inconsistently and somewhat effectively demonstrates the Performance at the Developing Level of the Professional Continuum.
<table>
<thead>
<tr>
<th>Standard #5: Positive Classroom Environment</th>
<th>MoPTA Task</th>
<th>Apprchng.</th>
<th>Emerg. 1</th>
<th>Emerg. 2</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Classroom Management Techniques</td>
<td>1, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Management of Time, Space, Transitions, and Activities</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Classroom, School, and Community Culture</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #5 Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard #6: Effective Communication</th>
<th>MoPTA Task</th>
<th>Apprchng.</th>
<th>Emerg. 1</th>
<th>Emerg. 2</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Verbal and Nonverbal Communication</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #6 Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard #7: Student Assessment and Data Analysis</th>
<th>MoPTA Task</th>
<th>Apprchng.</th>
<th>Emerg. 1</th>
<th>Emerg. 2</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Effective Use of Assessments</td>
<td>2, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Assessment Data to Improve Learning</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5 Communication of Student Progress and Maintaining Records</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #7 Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard #8: Professionalism</th>
<th>MoPTA Task</th>
<th>Apprchng.</th>
<th>Emerg. 1</th>
<th>Emerg. 2</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Self-Assessment and Improvement</td>
<td>2, 3, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #8 Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard #9: Professional Collaboration</th>
<th>MoPTA Task</th>
<th>Apprchng.</th>
<th>Emerg. 1</th>
<th>Emerg. 2</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Induction and Collegial Activities</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3 Cooperative Partnerships in Support of Student Learning</td>
<td>1, 2, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #9 Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H.

Guide for student retention based on dispositions

Why?
We, as the PB teachers recognized that each of us was getting different or incomplete information from students and each other, leading prolonged retention of an unqualified student.

Process:

Begin a shared Google Doc for each student in a folder called Overall Student Dispositions.

This will ONLY be shared with PB teachers, Coordinator and Bambi Burgard. And only on the KCAI Google Drive (Adjunct Resources)

A guide for this will be derived from our current list of dispositions, and record student actions, behaviors, and academics so that we can collectively communicate to each other to get an overall picture.

This would include comments from Practicum Coops (provided by field supervisor/coodinator) as well as classroom teachers. The point being that students may have the intelligence and artistic ability but not the disposition, self-management, tact, or the know-how to conduct oneself in a manner befitting the expectations of the school setting.

How do we use this to impact the student’s grade or standing in the program?

Explain to the students that their standing is affected by 2 aspects: grades and dispositions, either of which can terminate their participation in the program. Usually though it is a combination of both. i.e, never hands work in on time and speaks out of turn or uses profanity in the classroom.

If we have noted several infractions and see a pattern emerging within one classroom or several, steps will be taken and recorded on their Disposition page.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Action</th>
<th>Improvement or lack of improvement</th>
</tr>
</thead>
</table>

For the most part, action through discussion/coaching with the classroom teacher should be enough. But if improvement is not observed, then it will lead to a contract with the coordinator. Again if then, there is no improvement, then this is recorded and student will be dismissed.

Example:

Infraction 1/28/2016
Student has not participated in class for four days
I spoke to student outside of class. There was a death in the family. Ok but you need to participate

Improvement 2/4/2016
Student began to participate slowly but now seems back up to speed
OR
No improvement 2/4/2016
- Student continues to sit silently and was spoken to again on 2/04/2016.
- Emailed Coordinator who has set up a meeting with the student.
**Coordinator** will set up a very specific contract with a date for compliance. Student will know they will dismissed at the end of the contract if significant progress (specific observances/grades) is not observed.

**Dispositions to be measured for Program Retention**

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Does Not Meet Expectations (0)</th>
<th>Developing (1)</th>
<th>Meets Expectations (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctual; on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implements corrections; edits and critique and updates work.</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Demonstrates ability for positive rapport with Coop/students</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Able to verbally provide feedback and reflect on assignments and practices</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Positively interacts with staff and peers</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Exhibits good judgement, language and tact</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Has professional appearance</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Demonstrates a willingness to learn</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Shows respect to instructors, Coops and peers</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Demonstrates effective time management</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Understands the idea of school rules/policies and the need for structure.</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Demonstrates professional communication in writing and speaking</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>Other:</td>
<td>Does Not Meet Expectations (0)</td>
<td>Developing (1)</td>
<td>Meets Expectations (2)</td>
</tr>
</tbody>
</table>
APPENDIX I.

LIABILITY INSURANCE FOR STUDENT TEACHING

The Department of Education requires all students to have current professional liability insurance during their student teaching experience.

At the very least, sign up for MSTA and MNEA. They are free and the MNEA covers you no matter what state you are teaching in.

Students must provide verification of insurance to Melinda Robino at mrobino@kcai.edu

Students may choose to become a student member of the following educational organizations, which provides this insurance, or they can purchase coverage through an insurance agent.

• Association of American Educators (AAE) Kansas - $25/yr. student membership. Insurance is obtained by joining or renewing your membership at https://www.aateachers.org/index.php/secure-aae-membership-application. Select the STUDENT MEMBERSHIP option.

When the transaction is complete, please forward the welcome letter email to mrobino@kcai.edu
This will serve as verification for your file.

• Missouri State Teachers Association (MSTA) - Free student membership. Insurance is obtained by joining or renewing your membership at www.msta.org/join/. Select the STUDENT MSTA option. If you need assistance or have questions, contact Member Care Center (800-392-0532 or membercare@msta.org).

When the transaction is complete, you will receive a "Do Not Reply" email containing an "Order Summary". Please forward this confirmation email receipt to mrobino@kcai.edu. This will serve as verification for your file.

• Missouri National Education Association (MNEA) – Free student membership. Memberships run from September 1st thru August 31st. Insurance is obtained by joining or renewing your MNEA membership at www.mnea.org/Missouri/Join-Online.aspx. Select the STUDENT MEMBERSHIP option. If you need assistance or have questions, contact 800-392-0236 and ask for Membership. When the transaction is complete, you will receive a "verification/welcome letter" email. Please forward this welcome letter email to mrobino@kcai.edu. This will serve as verification for your file.

MISSOURI STUDENT ORGANIZER
Steve McLuckie
(573) 447-1227
steve.mcluckie@maea.org

KANSAS STUDENT ORGANIZER
Kevan Scarrow
(785) 232-8271
kevin.scarrow@knea.org

• Private Insurance: Students may choose to purchase coverage through a private insurance agent. The policy must state that it includes professional liability insurance for educators. The policy must include your name, the company’s name, and the expiration of coverage. Please scan and email to mrobino@kcai.edu. This will serve at verification for your file.