

Visual Art Education Program Student Teaching Handbook



**A Handbook for Student Teachers, Clinical Supervisors and
University Supervisors**

Visual Art Education Program
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Welcome to the Visual Art Education Student Teaching Program!

This handbook has been developed to provide guidelines, information, and suggestions to assist in making the student teaching experience successful for all individuals involved in the process. In this document you will find information for student teachers, clinical supervisors (most often called cooperating teachers) and university supervisors. There are charts, forms, and schedules aimed at helping the experience proceed smoothly from each individual's role.

For the Student Teacher: Student teaching is both an ending and a beginning. It's the culminating experience of the years of study and preparation. Finally, after all the courses, observations, lesson plans, and studio critiques, it's time for you to intensely focus on teaching, school life and what it means to be an art teacher. However, student teaching is also a beginning. It's a time to refine ideas and prepare for the next steps in becoming a professional arts educator.

For the Clinical Supervisor: As an art educator with years of experience and success with students, parents, administrators, and other teachers in the school, your guidance and advice is essential to the growth and development of this new teacher, a step toward the future of our field.

For the University Supervisor: As a professional art teacher educator, you guide individuals from art education theory to practice. Through regular visits to the classroom and observations of student teachers' lessons, you will provide constructive feedback, guidance, and direction for both the student teacher and clinical supervisor.

For more than 80 years, the Visual Art Education Program has prepared art teachers for Kansas schools and museums and beyond. We thank you for choosing to study and work with the University of Kansas in preparing future leaders who shape our world.

A Message from the School of Education

The Visual Art Education Program is part of the Visual Art Department, School of the Arts, College of Liberal Arts and Sciences. We collaborate with the School of Education in preparing licensed art teachers, PK-12. Next, a message from Kelli Thomas, Associate Dean, School of Education:

The capstone learning experience and opportunity for continued professional growth occurs during this important phase of teacher preparation. To ensure that these experiences are effective in the leadership development of our future educators, each teacher candidate needs the assistance of two key individuals – the Clinical Supervisor (also termed cooperating teacher) in the schools and the University Supervisor.

Clinical Supervisors provide critical modeling and mentoring for our students. The clinical experience blends the research basis of education theories into daily practice within the context of the classroom. Clinical Supervisors' roles and responsibilities are, in part, to assist our candidates in learning how to create a classroom culture for learning, be responsive to individual students' needs, manage student behaviors, and plan for and deliver instruction that is appropriate for all students. In addition, Clinical Supervisors nurture our candidates assisting them to grow and develop as professionals in an environment of respect and rapport. They help our candidates understand how schools are organized and how to work with parents, the community, and other school colleagues and staff.

The University Supervisor is an extension of the program advisor. This individual represents the School of Education and ensures that each teacher candidate is making significant progress in becoming a competent educator and leader. The University Supervisor schedules regular visits to classrooms, observes the instruction implemented by the teacher education candidate, and provides timely and constructive feedback. In collaboration with the Clinical Supervisor, the University Supervisor provides guidance and direction during the experience.

Our teacher education candidates are about to embark on the most exciting and challenging aspects of their preparation. The KU School of Education faculty is confident that they are well prepared to share the wealth of knowledge and skills that they have learned and demonstrated during their professional studies. We know that they care deeply about all students and are committed to their learning. We are very proud of them and look forward to watching them mature and grow in confidence and abilities throughout the future and especially this semester. We believe they are well prepared to demonstrate themselves as leaders.

The purpose of this handbook is to facilitate communication and to build a strong partnership. By reviewing the professional responsibilities for the field placements, suggestions for the Clinical Supervisors and University Supervisors, and the Conceptual Framework of the School, everyone will better understand their roles and how each interrelates with others in this partnership. You may also access our website, www.soe.ku.edu/fieldexp. It will provide you with additional and updated information. You have our very best wishes for the upcoming academic semester.

Dr. Kelli Thomas

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Part I: Introduction

The Conceptual Framework and Mission: Preparing Educators as Leaders

The Visual Art Education Program supports the primary mission of the School of Education which is to prepare educators as leaders as stated in the School Code:

Within the University, the School of Education serves Kansas, the nation, and the world by:

- (1) Preparing individuals to be leaders and practitioners in education and related human service fields;
- (2) Expanding and deepening understanding of education as a fundamental human endeavor; and
- (3) Helping society define and respond to its educational responsibilities and challenges.

The components of preparing educators as leaders that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework. Within this framework, our programs combine a strong liberal arts and sciences education tradition with field-based pedagogical experiences that together foster thoughtful inquiry about schools, classrooms, labs, studios, all student learners, and the enterprise of schooling.

Our unit-wide perspective on the educational process views the learner as active in the development of constructing meaningful knowledge and ensures that systems of education are analyzed. In the initial stage of our programs, our candidates learn *what* they are teaching; *how* they should teach it; the importance of understanding *whom* they are teaching; and, the *skills* to teach effectively. Our candidates are well prepared to establish enriching learning environments; they know how to continually assess student understandings, attitudes and abilities; and they make instructional decisions aimed at improving student learning. While recognizing that competence in such matters as content, human growth and development, health, curriculum, assessment, psychology, and cognitive science are essential components in the preparation of competent teachers, we place research and best practice, content and pedagogical knowledge, and professionalism at the core of our program.

As our candidates reach the advanced stage of our programs, they move beyond essential entry-level knowledge, skills, and competency to a fully professional level of these elements of practice. The advanced knowledge, skill, and competency acquired by candidates in these programs prepares them not only to be stronger educators (classroom teachers), but also provides them with the advanced and specialized background to allow them to be leaders in their respective educational settings and positions. As (prospective) leaders, candidates will be in strategic positions that will allow them to provide guidance and direction to the students and faculty with whom they work, to the educational and professional venues in which they serve, and to the communities in which they live. To this end our programs expect all students to acquire knowledge and understanding of basic educational research methods and proficiency at reading, using and adapting the research literature to their work with individuals (students, faculty, and parents) and the systems and institutions within which they will work. We further expect all students to acquire an understanding and appreciation for individual diversity—

including age (development/maturation), color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, and social economic status.

It is our goal to provide our candidates with the advanced knowledge and skills to be model educators who assume leadership positions in their schools, districts, profession, and community—and by so doing enhance the education and lives of students and the lives of those students and their families. Please see Appendix A for a graphic diagram of our mission.

The Education Professional's Code of Ethics

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

To view a complete copy of the Professional Code of Ethics, go to <http://www.nea.org/home/30442.htm>

Kansas Professional Education Standards

1. The educator demonstrates the ability to use the central concepts, tools of inquiry and structures of each discipline he/she teaches and can create opportunities that make these aspects of subject matter meaningful to students.
2. The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
3. The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
4. The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

5. The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes and current methods of teaching reading.
8. The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.
9. The educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, actively seeks out opportunities to grow professionally, and participates in school improvement process.
10. The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.
11. The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.
12. The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
13. The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Kansas Licensure Standards for Art Educators

See Appendix B for a complete listing of the Knowledge and Professional Skill components of each of the standards below.

1. **Art education theory, history and current practice:** The teacher of art demonstrates a strong theoretical foundation in art education.
2. **Art content knowledge and use:** The teacher of art demonstrates competency and teaching ability in the content of art and design.
3. **Learning environment:** The teacher of art creates a safe environment that supports individual and collaborative problem solving and that encourages positive social interaction, active engagement in learning and self-motivation.
4. **Curriculum:** The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design curriculum that enables students to create, present, respond, and connect to art.
5. **Arts Advocacy:** The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families, and community groups to

achieve common goals for enriching the art program, enhancing students' learning and improving the school environment.

6. **Assessment:** The teacher of art understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learners progress and to guide the teachers' decision-making.

Part II: The Student Teacher

Requirements for Student Teaching

Academic prerequisites. Student teaching is the final experience in the VAE teacher education program at the University of Kansas. Students planning to register for student teaching must satisfy the following prerequisites and requirements:

1. Be formally admitted to the Visual Art Education Student Teaching Program.
2. Attend the Student Teaching Information Session held the spring semester prior to the year he/she plans to student teach. Submission of all required paperwork by the due date.
3. Have completed all professional education courses required prior to student teaching. Candidates must have earned a grade of "C" or better in these courses.
4. Have an overall GPA of at least a 2.75.
5. Have a content GPA of at least a 2.5.
6. Have been approved for student teaching based on exhibiting the dispositions of a teaching professional with no evidence of concerns.

Schedules. Most student teaching placements occur in the Spring semester. VAE student teachers are assigned to two consecutive eight-week placements (elementary and secondary schools) during their student teaching experiences. The first placement begins on the first day of the KU semester. The second placement generally begins the Monday following the district's Spring Break (may not coincide with the KU Spring Break). A calendar is provided to Student Teachers and Clinical Supervisors confirming the precise placement dates as well as deadlines for submitting the completed KPTP.

Contacting Clinical Supervisors. Student Teachers will contact their Clinical Supervisors (cooperating teachers) as soon as they receive information about their placement to introduce themselves, thank him/her and ask how they can prepare. The Student Teacher should make arrangements to meet in person with their cooperating teachers prior to the beginning of the semester. During this meeting, the Student Teacher should discuss the cooperating teacher's curriculum, goals, and instructional approaches; the school's behavior plan/policy; and, the district's academic calendar. Determining check-in procedures and reporting time on the first

day is also essential so that the Student Teacher begins the placement well prepared and ready to step into the art program and school environment.

Attending orientation and other meetings. Student teachers must attend a mandatory orientation meeting with career placement representatives, Visual Art Education Program representatives, and University Supervisors at the beginning of the semester. **Note:** *In some cases, students may already be attending their student teaching placements before this meeting occurs. They will be excused from attending their placement that day but must notify the Clinical Supervisor of their impending absence.* Students are also responsible for attending any other meetings that may be announced and required as the need arises.

Teaching Schedules and Attendance

Recommended timeline for teaching. The Student Teacher begins each placement working in the classroom by observing and assisting the Clinical Supervisor, learning the schedule of classes, the names of students, and methods for organizing materials and tools; navigating the school; and meeting faculty and staff. Each 8-week placement should unfold in the following manner but is flexible, depending on the readiness of the Student Teacher to take on teaching roles.

First Week	<p>Observe your cooperating teacher and assist when possible. Learn the routines and expectations of the school and art program. Begin to work with individual students and small groups in preparation for the responsibility of teaching an entire class. Teach a lesson in progress or teach the introduction to a lesson you have observed in a previous class period. Become actively involved in the life of the school. After school, in conference with the Clinical Supervisor, determine lesson directions and content goals.</p> <p>Near the end of the week, you should be prepared to take over one class. Ultimately, your cooperating teacher will decide how and when you will assume the responsibility for all his/her classes.</p>
Second Week	<p>At the beginning of the week, add another class to your responsibilities. By the end of the week, take up to half of the classes. If this is the first placement, you should have selected your KPTP class and made plans for implementing the eight-lesson sequence.</p>
Third – Sixth Weeks	<p>Classes are added until the Student Teacher is teaching all of the Clinical Supervisor’s classes. There may be exceptions to this when the Clinical Supervisor needs to keep one or two classes because of program requirements or specialized training necessary to teach a particular area- if this is the case, this must be known by all parties including the University Supervisor.</p> <p>The amount of full-day teaching done by the Student Teacher is determined by the Clinical Supervisor, University Supervisor, and Student Teacher. However, full-day teaching for at least half of the placement is the preferred</p>

	goal (about a four week time period). If this is the first placement, you should be in contact with your next Clinical Supervisor. Make arrangements to visit after school in Week 5 or 6.
Seventh – Eighth Week	About 1.5 weeks before the end of the placement, the Student Teacher will begin to turn classes back over to the Clinical Supervisor. This is usually done over a period of about 1 – 2 weeks. Student teachers should use the time when not teaching to work with groups and individual students and to observe other teachers at the school (with permission).
Last day of the placement	All grading of student work must be completed. Prepare thank-you cards for the Clinical Supervisor and Principal.

Daily attendance requirements and absence procedures. Student Teachers are required to attend every day the school is in session with the exceptions of the Education Career Fair and Education Interview Day, which are both excused (The Clinical Supervisor must be advised of these dates and provided with lesson plans at least one week in advance). In case of illness or an emergency situation that will require the Student Teacher to be absent, he/she must:

1. Contact the Clinical Supervisor immediately;
2. Contact the school office immediately;
3. Contact his/her University Supervisor within 12 hours

To prepare for the unexpected illness or emergency, early in your placement, create a folder of lessons that could be taught at any time by the Clinical Supervisor rather than continuing your lessons in progress (This folder would be similar to a substitute teacher folder but does not require a schedule and other information normally found in a folder of this type; discuss and review your cooperating teachers' sub-folder as a model). If the potential absence is known about ahead of time, arrangements must be made with the Clinical Supervisor, lesson plans must be provided. The University Supervisor must be notified prior to the absence. A total three excused absences are allowed during the student teaching semester. Illness, accidents, and family emergency are the only acceptable reasons for an absence. Students with unexcused absences may be withdrawn from the experience. All other days missed must be made up after the placement period has been completed.

Arrival and departure from school. The Student Teacher should arrive at school when their Clinical Supervisor normally arrives and stay until she/he departs each day. The only exception to this is if the Clinical Supervisor serves as a coach requiring extended duties before or after school. In these cases, specific arrangements should be made with the Clinical Supervisor for a routine arrival and/or departure time. **Note:** *This does not include duties such as bus duty, lunchroom duty, hall duty, check-in duty, etc. These are normal duties that teachers do on a rotating basis in most schools. The Student Teacher is responsible for taking part in these duties.*

Attendance at School Activities

Student Teachers also participate in many school activities outside the classroom. Attending and participating in parent-teacher meetings, the school's open house, in-service days/professional development, and faculty meetings is mandatory. Other activities for which attendance is not required but highly recommended include school and district art exhibitions, athletic events, musical programs, school plays, professional meetings, and attendance at other related school activities as they may arise.

The Clinical Supervisor may sponsor or coach a team/activity before or after school. The Student Teacher is not required to take on this responsibility but may find it a rewarding learning experience since many teaching positions require or strongly recommend such participation.

Dress Code

Student Teachers are expected to comply with the adopted dress code of their assigned school. Other than ears (and body parts that cannot be seen), piercing is frowned upon and tongue piercing is NOT allowed. Tattoos should be covered. Many school districts enforce policies against tattooing in relationship to gang-related activities. For that reason, no one is allowed to display a tattoo. This includes all school staff, student teachers, and interns.

Dress should be professional at all times unless there is some event (field trip, lab, etc.) that requires more casual or specialized attire. While many schools have "casual" dress days or "jeans" days, be sure that clothing is still tasteful and professional. For instance, wear blue jeans on "jeans day." However, the jeans should not be old, raggedy, or full of holes. Although the art room can be an informal environment, Student Teachers are preparing for their professional careers and seeking their first jobs. Be sure to bring an apron or appropriate cover-up so that you are prepared to work with clay, paint, or other potentially messy or wet media.

Clinical Supervisors should feel free to offer advice if they feel that the student's appearance is not appropriate. If there is any doubt about this standard, Student Teachers should check with the Clinical or University Supervisor.

Confidentiality

Confidentiality is expected in professional discussions. These discussions may give access to student and/or school information. It is important that this information be used with integrity in a professional manner and remain confidential.

Standards of Conduct

The highest standard of professionalism during each placement is expected from every Student Teacher during his/her time in the schools. Review the code of ethics for teachers used by the

Kansas National Education Association or see the statement in the earlier section of this handbook (www.knea.org).

The Gracious Guest

The Student Teacher is essentially a guest in the Clinical Supervisor's classroom and at the cooperating school. While a Student Teacher may disagree with a teacher's or principal's teaching or communication style, unless someone is hurt by abusive actions, the student teacher must refrain from criticism and remain polite at all times. The candidate should talk with the University Supervisor if there are any concerns or to get tips on how to deal with a specific issue. Do not discuss these concerns with other teachers or staff at the school. Ever. Also, refrain from being negative about a previous experience, Clinical Supervisor, principal or school.

Lesson Plan Responsibilities

The Student Teacher will prepare written lesson plans for all classes he/she teaches. These lesson plans will be:

- Typed or very neatly written depending on the preference of the Clinical Supervisor;
- Created in the suggested format (see Appendix D) or in a format suggested/required by the Clinical Supervisor and/or school;
- Prepared at least one (1) week in advance;
- Reviewed with the Clinical Supervisor BEFORE being taught
- Presented, typed, to the University Supervisor at the time of an observation

Failure to follow these instructions can severely damage the student's final grade. Any reports from the Clinical Supervisor involving not receiving lesson plans according to the instructions above or commensurate with instructions agreed upon with the Clinical Supervisor will be dealt with quickly, firmly, and noted at the time of assigning the final grade. Excuses of, "I didn't know," will NOT be accepted. It is the student teacher's responsibility to follow these instructions or discuss any agreed upon variation with the Clinical Supervisor. The Lesson Plan format can be found in Appendix D.

Problems and Concerns

Most of the time, student teaching goes smoothly. However, there are times when problems and/or concerns arise. The Student Teacher's first point of contact in these instances should be with her/his University Supervisor. The University Supervisor will work with the Student Teacher and any other individual who needs to be involved to address the problem/concern as quickly as possible.

Restrictions to the Responsibilities of the Student Teacher

Student Teachers are not yet a certified teacher and have no legal authority in or out of the classroom. As such, they cannot serve as a substitute for her/his Clinical Supervisor or any other teacher in the school. In other words, in the event of the Clinical Supervisor's absence, a substitute teacher must be engaged by the school even though the Student Teacher is present. Additionally, the Student Teacher may not legally assume full or unassisted responsibility for any activities (field trips, etc.) that take place off the school grounds. The Student Teacher may assist in these activities but a certified teacher or substitute must be present.

Absence from the classroom is something the school and the Clinical Supervisor should discuss before the arrival of the Student Teacher. The VAE Program and KU School of Education highly suggest that the Clinical Supervisor begin leaving the room as soon as she/he feels comfortable with the Student Teacher abilities with the students. Often when the Clinical Supervisor remains a constant presence, the students will turn to him/her for instruction and authority instead of to the Student Teacher. Most schools and school districts allow the Clinical Supervisor to leave the classroom but remain within close proximity such as in the teacher's workroom, library, or office. *The Student Teacher should know at all times where the Clinical Supervisor can be located.*

Evaluation and Feedback

Forms of assessment and feedback. The student teaching experience is evaluated continuously during the placement period. During this time the following forms of evaluation will occur:

- Written journals and assignments will be turned in to the University Supervisor for feedback.
- The University Supervisor will conduct **Formative Assessments** of the student teacher while she/he is teaching. A minimum of two observations will be completed in each 8-week placement using a VAE content specific form. Following each observation, the University Supervisor will meet with the teacher education candidate to review the lesson and go over the Formative Assessment. The Student Teacher must schedule days and times for these evaluations with the University Supervisor. **This is the Student Teacher's responsibility.** Since the University Supervisor is likely to have more than one Student Teacher and has other instructional duties, it is imperative that observation dates and times be arranged well in advance. **Note:** *The Formative Assessments are used as feedback only and are not used as scored items integrated into the final grade. The score is merely a measure to help the student teacher determine areas of strength and weakness for further attention.*
- The Clinical Supervisor will conduct **two** Formative Assessment of the teacher education candidate. The Formative Assessment is completed on a form provided by the KU School of Education. Following the observation, the Clinical Supervisor will meet

with the Student Teacher to review the lesson and go over the Formative Assessment. This is done during both placements. The Clinical Supervisor will complete these electronically.

- **Written Conference Reports** will be turned in to the University Supervisor and Clinical Supervisor by the Student Teacher. To complete the Conference Reports the Student Teacher and Clinical Supervisor should meet uninterrupted for 20-30 minutes to discuss progress, suggestions for areas of improvement, and any other issues that need to be addressed. Following the meeting, the Student Teacher will summarize the meeting in a Conference Report. Copies of this report will be turned in to:
 1. The University Supervisor for feedback and grading;
 2. The Clinical Supervisor for his/her records

Two Conference Reports are required for each 8-week placement.

Final grades. The final grade is the responsibility of the University Supervisor in consultation with the Clinical Supervisor. Both the Clinical Supervisor and University Supervisor will complete an online Summative Assessment. Scores for graded assignments will also be used to determine the final grade. The Clinical Supervisor's grade recommendation is weighted at 50% with the University Supervisor's at 35%, and written assignments scores at 15%.

State of Kansas – Kansas Performance Teaching Portfolio (KPTP). The state of Kansas requires all students seeking licensure to complete the Kansas Performance Teaching Portfolio, otherwise known as the KPTP. The KPTP is not a part of the final grade; however, it must be passed in order to receive a teaching license. It is graded by a team from the Kansas Department of Education.

The KPTP is commonly completed during the first 8-week placement in all but a few rare cases. It requires the student to develop, deliver, and evaluate a unit with a sequence of eight lessons taught over a two week period. It is imperative that the Student Teacher meet with his/her Clinical Supervisor as soon as possible to discuss the two week unit considering such things as the focus and ideas of the unit, when the unit best fits into the curriculum and class/school schedule, and which class(es) the KPTP will involve. It is strongly suggested that the candidate discuss these matters with his/her Clinical Supervisor and set dates for the unit no later than the end of the first week of the first placement. **Note:** *The VAE Program presents information how to complete the KPTP during VAE 410.* A checklist of student teaching responsibilities can be found in Appendix E. Please refer to Appendix G for website URL for the KPTP.

Part III: The Clinical Supervisor

The Clinical Supervisor plays one of the most important roles in the final stages of teacher preparation. Not only does the Clinical Supervisor provide direct practical and professional experiences, s/he also serves as a teaching mentor. The theoretical study of behavioral and pedagogical concepts comes alive in the Clinical Supervisor's classroom. With this guidance,

Student Teachers activate the responsibilities and tasks of a licensed teacher and develop the professional attitude that will follow them into their teaching careers.

Clinical Supervisors are selected in a process that involves the university, school district, and school administrators. The requirements for serving as a Clinical Supervisor can be found in Appendix F.

Mentoring Responsibilities

Throughout the Student Teacher's time in the classroom, the Clinical Supervisor will be one of the most important persons in the learning process. As a mentor and teacher, the Clinical Supervisor will help the Student Teacher further cultivate the skills important to becoming a successful teacher. The following are some suggestions the Clinical Supervisor should keep in mind to help the Student Teacher adapt and develop positive relationships with all members of the school community.

Before the student teacher arrives:

- Prepare for a smooth beginning: Set aside a small desk, table, or small workspace for the Student Teacher; assemble relevant school documents that will help the Student Teacher learn schedules and procedures; consider how you will introduce your curriculum and classroom practices.
- Check with your school administration to find out if there are special school/district policies on the issue of being outside the classroom when the Student Teacher is teaching.
- Prepare your students: Let your students know the Student Teacher will be arriving, what to expect, and introduce him/her to the students on their first day in your classroom.

When the Student Teacher arrives:

- Let her/him know the interests/abilities of certain students.
- Discuss classroom protocols for things such as handing in projects, grading, recording grades, transitioning from one activity to the next, etc.
- Discuss appropriate behaviors and mannerisms within the classroom and school building.
- Be sure the Student Teacher is aware of classroom rules and procedures.
- Inform him/her about the overall objectives and goals of the art program, school, and school district.
- Orient the Student Teacher to the school building, regulations, use of machines, materials and supplies.
- Introduce her/him to administrators, other teachers, media specialists, etc.
- Be flexible so he/she can experiment and develop a personal style and strategies of his/her own.
- Model professional expertise and ethical behavior at all times.
- Provide frequent, honest, and constructive feedback.

- Allow your Student Teacher to participate in faculty meetings, parent-teacher conferences, and other pertinent school functions.
- Inform the University Supervisor of any concerns about the student teacher's performance.
- When you are absent, a substitute should always be called upon to supervise the Student Teacher.

Communication with the Student Teacher

Establish a firm, friendly, and supportive communication process. Be clear about expectations. Make the Student Teacher aware of the overall plan and course of study for each subject in advance. Provide him/her with frequent feedback. Set aside time each week for formal meetings to discuss performance. Thoroughly discuss proposed lesson plans and instructional strategies. During these conferences, ask the Student Teacher to consider in advance the supplies, tools and materials he/she will be using as well as how content will be introduced. If there are problems or places where she/he can improve, let him/her know immediately. Likewise, if the Student Teacher is doing well, make sure to tell her/him about things that are working. Without this feedback, some Student Teachers become nervous and confused and think they are doing everything wrong. Help them correct what needs improvement and recognize their successes.

Communication with the University Supervisor

The role of University Supervisor is divided into three areas: 1) Instructing, 2) Conferencing, and 3) Evaluating. Communication between the Clinical and University Supervisor usually takes place during conferencing. During the courtesy visit, the University Supervisor will go over the general expectations for student teaching. At each visit to observe the Student Teacher, the University Supervisor will spend some time talking with the Clinical Supervisor about how the placement is going, how the student teacher is progressing, and any issues or problems that need to be addressed. The University Supervisor is the Clinical Supervisor's first point of contact with the VAE Program and the KU School of Education. If any issues or concerns arise between visits by the University Supervisor, the Clinical Supervisor should contact him/her immediately so that problems can be addressed as quickly as possible.

Evaluation Responsibilities

Daily reviews. Timely feedback is important in any learning experience. Student teachers, like all other learners, benefit from quick feedback while events of the class and/or day are fresh in mind. The best way to achieve this level of feedback is to set aside a few minutes each day to discuss the events or particular classes/lessons, etc. This may be at the end of the day, during a planning period, over lunch or any other convenient time. While daily reviews may not be possible each day, practicing them as often as possible can lead to a much more rewarding teaching and learning experience for both the Student Teacher and Clinical Supervisor.

Conference reports. During each art education placement period (two placements, 8-weeks each), Student Teachers are required to conduct **two** formal conferences with their Clinical Supervisor and write reports reflecting on the content of each discussion. The conference should be scheduled to last 20-40 minutes. The Student Teacher may use his/her own questions or suggestions provided in the syllabus. The object is for the Clinical Supervisor and Student Teacher to meet uninterrupted and discuss how the placement is proceeding, areas of strength and areas that need further improvement. Following the meeting, the Student Teacher will summarize the meeting in a Conference Report. Copies of this report will be turned in to the Clinical Supervisor and the University Supervisor. The copy submitted to the University Supervisor must be signed by the Clinical Supervisor and sent electronically.

Formative assessments. Clinical Supervisors are required to complete and submit **two** Formative Assessment for his/her student teacher half-way through the student teacher's placement. One of these two should be scheduled early in the student teaching/internship experience and one toward the middle of the experience. The Formative Assessment is to be completed online. A hard-copy form that will be provided to the Clinical Supervisor by the University Supervisor. It may also be printed out from the School of Education's website (<http://www.soe.ku.edu/fieldexp/>). Following this written assessment, the Clinical Supervisor and student teacher education should meet to discuss the evaluation. One of the copies of the assessment goes to the student and another should be submitted to the University Supervisor after this discussion has taken place.

Summative assessment. At the end of the Student Teacher's placement, the Clinical Supervisor will submit a Summative Assessment form online. It is available on the KU School of Education website (<http://www.soe.ku.edu/fieldexp/>). The Field Placement Office will provide detailed instructions for completing this evaluation, including a password, when the time approaches.

Assigning the final grade. The final grade is the responsibility of the University Supervisor, and input from the Clinical Supervisor is essential in this process. Both the Clinical Supervisor and University Supervisor will complete an online Summative Assessment which includes a final grade recommendation. Scores for graded assignments will also be used to determine the final grade. The Clinical Supervisor's grade recommendation is weighted at 50% with the University Supervisor's at 35%, and written assignments scores at 15%.

Writing Letters of Recommendation or Serving as a Reference

Near the end of the Student Teacher's placement, he/she may ask the Clinical Supervisor to write a letter of reference. Usually, this is not a problem as the Clinical Supervisor and the teacher education candidate have developed a positive relationship.

It is important to note, however, that most school districts now require those applying for positions (in this case the Student Teacher) to upload their letters of reference to the districts themselves. In other words, any letter of reference written for a Student Teacher will be sent to him/her for uploading to the districts of interest. Therefore, the teacher education candidate will personally receive and be able to read any letter written for them. Some Clinical

Supervisors do not feel comfortable with this arrangement. If this is the case, simply decline and suggest that they think someone who would be a better choice as a reference.

Alternatively, some Student Teachers will ask to use a Clinical Supervisor as a reference. In these cases, the Clinical Supervisor's name and contact information is sent to the school district. The school district will then send an evaluation form via email that can be filled out and filed electronically with the school district. If there is concern about the Student Teacher seeing the evaluation, check the form for an indication that the person requesting the reference has waived his/her rights to see the evaluation.

Stipends

Clinical Supervisors receive payment for mentoring a Student Teacher during their field placement. The stipend is sent to the school district, and it is then added to the Clinical Supervisor's regular paycheck. If there are any questions about the payment, these should be forwarded to the Human Resources Office of the Clinical Supervisor's school district.

Part IV: The University Supervisor

The role of University Supervisor is a critical, active responsibility in the student teaching process. University Supervisors are often the first point of contact between the students, Clinical Supervisors as well as the placement school and district administrators. The University Supervisor is both a facilitator and a teacher - conferencing, instructing, and evaluating. Additionally, the University Supervisor must also be able to answer questions about KU's expectations and assist the Clinical Supervisor in his/her role.

Communicating with the Student Teacher and Clinical Supervisor

Throughout the placement period, the University Supervisor helps guide the Student Teacher through the process of becoming a practicing teacher involved with not only teaching duties but also responsibilities and relationships within the school, district, and community. Since the Clinical Supervisor is the Student Teacher's primary mentor during the placement period, it is also vitally important to keep in close communication with this person to ensure the best educational experience for the classroom students, the teacher education candidate, and the Clinical Supervisor.

For clear and successful communication, the University Supervisor should:

- Attend the orientation session with Student Teacher to discuss your role as a supervisor. Email mherm@ku.edu for that date, time and location.
- Serve as a resource person to the Clinical Supervisor, Student Teacher and principal.
- Arrange a courtesy visit to the Clinical Supervisor. Take time to introduce yourself to the principal. Meet with the Clinical Supervisor (and Student Teacher if he/she has already

started the placement) to review requirements, clear up any confusion, and thank them for working with KU, the VAE Program, and the School of Education.

- Take the initiative to arrange frequent opportunities for communication with the Clinical Supervisor.
- Likewise, arrange frequent opportunities for communication with Student Teachers.
- Read and grade Student Teacher's journals and other written assignments, returning them as quickly as possible with feedback.
- Counsel with individual Student Teachers concerning personal and professional problems.
- Address any concerns expressed by the KU student, Clinical Supervisor or administrators and collaborate with the involved parties to find a solution.
- Make the appropriate number of observational visits for each student teacher you are supervising (a minimum of two observations for each 8-week placement).
- Conduct a follow-up conference with the student teacher and with the Clinical Supervisor after each observation.
- Complete a Formative Assessment during each observation. Provide a copy of the observation for the Student Teacher.
- Conduct a final conference with the Clinical Supervisor following the last observation to discuss the overall performance of the Student Teacher based on the Summative Assessment form.
- Complete a Summative Assessment form online for each of your Student Teachers.
- Recommend a final grade for each Student Teacher by submitting a grade through Enroll & Pay.

Establishing a Relationship with the Schools

- The University Supervisor must initially meet with the Clinical Supervisor for a courtesy visit. The Student Teacher usually attends this meeting but it is not mandatory. Primarily, this is a time to review requirements and establish a relationship with the Clinical Supervisor.
- If the principal is available, this would be good time to spend a few minutes with her/him. These colleagues open the door for KU students and are essential to the clinical experience component of teacher preparation. Let them know of the University of Kansas' appreciation and be attentive to suggestions or ideas they may have for the program.
- Upon entering the schools, the University Supervisor becomes a representative of the University of Kansas. Teachers and other staff members often have questions about programs and services offered. A cordial, informed response will leave a positive impression. While no one knows all the answers, offering the name of a contact person who may be in a position to offer assistance will be appreciated.
- On each visit to the school, please observe the protocol and/or regulations regarding public school visitors. Many schools require that visitors sign in and out, and all University Supervisors must wear nametags and dress professionally.

Evaluating VAE Student Teachers

Continuous evaluation provides the basis from which a final grade is derived. It is important that the University Supervisor provide frequent feedback to the student teacher. Ideas shared in the evaluations will help him/her more clearly understand and improve upon appropriate teaching methods. Timely feedback of performance is essential for the Student Teacher's growth. Some of this feedback comes from the written assignments that Student Teacher submits to the University Supervisor for grading and comments. Additional feedback is shared verbally through conferencing with the student and Clinical Supervisor. Other types of evaluation are found in the written Conference Report and the Formative and Summative Assessments.

Conference reports. During each VAE placement period (two placements, 8-weeks each), Student Teachers are required to conduct **two** formal conferences with the Clinical Supervisor and write reports reflecting on the content of each discussion. The conference should be scheduled to last 20-40 minutes. The Student Teacher may use his/her own questions or those suggested in the syllabus. The object is for the Clinical Supervisor and Student Teacher to meet uninterrupted and discuss how the placement is proceeding, areas of strength and areas that need further improvement. Following the meeting, the Student Teacher will summarize the meeting in a Conference Report. Copies of this report will be turned in to the Clinical Supervisor and the University Supervisor. The copy submitted to the University Supervisor must be signed by the Clinical Supervisor and sent electronically.

Formative assessments. University Supervisors are required to complete and submit **four** Formative Assessments (two during each 8 week placement) for each Student Teacher. Following each observation and assessment, the University Supervisor should meet with the Student Teacher to discuss the assessment. A copy of each Formative assessment should be given to the Student Teacher.

Summative assessment. At the end of each of the VAE Student Teacher's placement, the University Supervisor will submit a Summative Assessment form online (total of two Summative Assessments, one for each placement). It is available on the KU School of Education website (<http://www.soe.ku.edu/fieldexp/>). The Field Placement Office will provide detailed instructions for completing this evaluation, including a password, when the time approaches.

Written assignments. During the Student Teachers' field placements students complete two types of written assignments as part of their work: Journal entries and Conference Reports. Both of these assignments have been described elsewhere in this Handbook and information about the specific assignments can be found in the VAE 500 course syllabus.

Assigning the final grade. The final grade is the responsibility of the University Supervisor in consultation with the Clinical Supervisor. The Clinical Supervisor's grade recommendation should be weighted at 50% with the University Supervisor's Summative Assessment at 35% and written assignments at 15%.

Part V: Professionalism

Expectations and Grade Implications

The highest level of *professionalism* is expected through the entire student teaching experience. Professionalism involves being responsible and respectful at all times. Review additional information about professionalism in the VAE 500 syllabus involving general policies for the pre-service teacher as well as the information below. The responsibilities, actions, and attitudes discussed in this section reflect many but not all aspects of professionalism. Student teachers should remember that they are forming the foundation for their future as professional educators through their actions and behaviors during the field placements. Thus, Student Teachers should conduct themselves as employed teachers and professionals.

Being on time. Since students are relying on you to be there and be prepared to teach, being on time is crucial. If the reporting time is 7:00 am, you must be in the classroom at 7:00 am (in fact, it would be a good idea for you to be early). If a class begins at 7:00 am, then you must be ready before the students walk in the door. Being ready means that all supplies and handouts are ready; it means that the projector is synced with computer and all is working; it means you are ready to take attendance and begin your lesson. Also, punctuality is essential on days when students are not present but teachers are working: on teacher development days, when preparing exhibitions, when attending meetings. Being on time is probably the most fundamental aspect of becoming a professional educator.

Turning in lesson plans and other assignments. In order for your Clinical Supervisor to give you feedback and be confident that you are ready to teach, Student Teachers are expected to prepare lesson plans in advance. They must be submitted when the Clinical Supervisor and University Supervisor has indicated. Failing to provide lesson plans in advance or complete assignments by due dates reflects negatively on your professionalism.

Accepting constructive advice. It may seem that you are constantly being judged when you are in your field placement. Hearing that there's room for improvement or you are not as successful as you thought can be uncomfortable. However, like participation in studio critiques, you should think of the feedback you receive as constructive advice rather than criticism. Your supervisors want you to succeed in teaching. Part of this is learning to respond well to critiques of your lesson plans and teaching. Becoming defensive or internally thinking that the advice is not appropriate closes you to opportunities for improving. Accepting constructive advice and honestly attempting to apply it is a characteristic of professionalism.

Projecting positive confidence. When you interact with other teachers in the school and district, it's important to be positive about what you are doing and learning. When you accept and apply constructive advice, it improves confidence and positive outlook. Even if you don't feel completely sure that the lesson is where it needs to be, be confident that you are doing your best. Projecting confidence, yet accepting constructive advice, reinforces your professionalism.

Being organized. The benefits to being organized as an art teacher are obvious. Art teachers often have complex schedules and teach a wide variety of grade levels or studio

subjects. Also, art teachers manage and use a wide variety of tools and consumable supplies; they distribute supplies; and, often art teachers track complex budgets that come from several sources. Undeniably, one of the most important aspects of running an art program is having good organization. As a Student Teacher you must be organized in how you prepare materials; how you prepare your lesson plans; how you respond to communication with your supervisors; even how you keep art room workspaces. Being organized as a student teacher conveys professionalism and the message that you have the qualities and skills to move into your own art program.

These five behaviors are not the only features of professionalism. Other sections in this handout provide additional information that can also be characterized as professional conduct.

Consequences of Unprofessional Behavior

Failing to act in a professional manner results in consequences that will impact the Student Teacher's final grade or even the ability to complete student teaching. Yes, student teachers may be removed from their placement for unprofessional behavior. If this happens, you may have the opportunity to repeat student teaching, delaying your graduation by at least a year.

Thus, both your Clinical and University Supervisors will consider your professionalism when they determine your final grade for student teaching.

The first steps in addressing unprofessional behavior will be for your Clinical Supervisor and/or your University Supervisor to give you verbal feedback and provide notations on Formative Assessments. However, if your professional behavior does not improve, then the School of Education will be alerted and you will receive written notification that changes must be made. There are three levels of notification: Yellow, Orange and Red each with increasingly serious consequences.

Yellow Notice: Student teachers may receive a Yellow Notice for failures in professionalism that go beyond first discussions with your supervisors or that are so egregious as to be blatant. For instance, if you develop a pattern of arriving late, leaving early, not preparing lesson plans in advance, etc. and verbal feedback has not produced improvement in behavior, then the School of Education will be notified and you will receive a serious warning that your behavior needs to change immediately.

Orange Notice: You will receive notification that you have been given an Orange Notice if and when the School of Education is notified of continuing failures in professionalism previously reported or when the incident(s) reflect serious unprofessional behavior. For each Orange Notice, your grade may be reduced by half a letter grade.

Red Notice: You will receive written warning of a Red Notice if any member of the School of Education is contacted concerning very serious and blatant disregard for professional behavior. A Red Notice will require a meeting with your University Supervisor, the Associate Dean and other representatives of the University of Kansas. During the meeting, there will be a discussion of your behaviors and a decision will be made about

whether you may continue in your field placement and, if so, under what conditions.

Note: *The school (Clinical Supervisor, principal, or district administrator) may determine that you cannot return to their school thus ending your student teaching experience. For each Red Notice, your final grade may drop a full letter grade. You may get a Red Notice without first receiving a Yellow or Orange Notice, depending upon the circumstances.*

A Beginning of Your Professional Career

Student teaching is a time of learning and revelation - and success and challenge. It's both an end and a beginning. You are putting the things you have learned into practice, and your experiences will be the source of additional understanding of what it takes to be a good art teacher and effective professional. If you are truly reflective, you will be surprised by the unexpected: students will respond in amazing ways, unforeseen disappointments will occur, and what you anticipate will happen won't. Some things will be easy, others - not so much. You will have insights into what it takes to succeed and, yet, you will face challenges every day. You will be energized, and some days you will be exhausted.

Of course, completing student teaching is also the culmination of your university degree; it is the gateway to the future –whatever you do and wherever you go. We hope you will pursue the art education profession in public schools, community or museum settings. At the same time, your background in the arts and in art education has prepared you to pursue a wide variety of professions through the emphasis on critical reflection, creative problem solving, and big ideas. You understand and recognize that every complex challenge can be solved in a number of ways. These concepts are essential in the arts and they are important outside the arts as well. So, think of your experiences as both the last step in your university preparation and the first step into the professional world.

Best wishes, good luck, stay in touch – we want to know where the path takes you!

Appendix A: Mission Diagram



The primary mission of the School of Education is to prepare educators as leaders. The School's focus is grounded in three interlocking themes: (1) research and best practices, (2) content and pedagogical knowledge, and (3) professionalism. These three themes are integral components for all of our academic programs—undergraduate and graduate.

The middle circle illustrates a system, our understanding about program improvement, and is guided by a cyclical process of performance, assessment evaluation and enhancement.

Appendix B: Knowledge and Skills of Kansas Licensure Standards for Art Educators

Kansas Licensure Standards for Art Educators

(Adopted Spring 2016)

STANDARD # 1 Art Education Theory, History and Current Practice

The teacher of art demonstrates a strong theoretical foundation in art education.

KNOWLEDGE

1. The teacher understands the history and philosophy of art education.
2. The teacher discerns goals and purposes for art education.
3. The teacher knows current trends and research in art education.

PROFESSIONAL SKILLS

1. The teacher formulates a personal teaching philosophy of art education.
2. The teacher interprets and uses current information to implement appropriate teaching practices for art education.
3. The teacher applies current trends and research in art education to develop curricula and classroom practices.
4. The teacher uses relevant approaches and theories to align art education curricula and practices to the standards, goals, and policies of the state and local district.

STANDARD # 2 Art Content Knowledge and Use

The teacher of art demonstrates knowledge, competency and teaching ability in the content of art and design.

KNOWLEDGE

1. The teacher studies and engages in the process of artmaking, involving traditional, contemporary, and emerging studio approaches.
2. The teacher demonstrates competency in a variety of media, styles, processes, and techniques, including but not limited to 2D and 3D approaches to artmaking.
3. The teacher has a thorough understanding of art history and the cultural and historical contexts surrounding works of art.
4. The teacher exhibits depth of understanding in one or more areas of art.

PROFESSIONAL SKILLS

1. The teacher uses aesthetic theories to help students define art.
2. The teacher leads students in reflecting upon and assessing the merits of individual student work and the work of others.
3. The teacher demonstrates how history, culture, and the arts can influence each other.
4. The teacher uses elements and principles of design to create and discuss artworks.
5. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.
6. The teacher creates lessons that establish the conditions, attitudes and behaviors that support creative and innovative thinking.

STANDARD # 3 Learning Environment

The teacher of art creates a safe environment that supports individual and collaborative problem solving and that encourages positive social interaction, active engagement in learning, and self-motivation.

KNOWLEDGE

1. The teacher recognizes and takes appropriate measures to ensure a safe classroom environment.
2. The teacher uses strategies to encourage learners to work productively and cooperatively to achieve learning goals.
3. The teacher understands how the choice of media and processes impacts classroom design and arrangement.

PROFESSIONAL SKILLS

1. The teacher creates a classroom environment conducive to learning, creativity, and safety.
2. The teacher uses a variety of effective instructional strategies to engage learners.

3. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others.
4. The teacher implements appropriate safety practices when using and storing art tools, equipment, and other media.

STANDARD # 4 Curriculum

The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design curriculum that enables students to create, present, respond, and connect to art.

KNOWLEDGE

1. The teacher knows media and processes for a variety of age and ability levels.
2. The teacher understands the use of various traditional and emerging instructional materials.
3. The teacher utilizes local community and global resources to enhance meaningful and relevant curriculum.
4. The teacher understands curriculum theory and design and its effect on teaching practice.
5. The teacher recognizes the relationship between art content, curriculum design and visual art standards in advancing higher order thinking.
6. The teacher knows the cost and value of materials and equipment and understands how to manage a budget.

PROFESSIONAL SKILLS

1. The teacher adapts media and processes to the age and abilities of students.
2. The teacher uses a variety of traditional and emerging instructional materials and strategies to create sequential lessons that enhance learning.
3. The teacher uses the goals and philosophy of art education to develop an art curriculum aligned to local, district, and state standards and policies.

STANDARD # 5 Arts Advocacy

The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families, and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving the school environment.

KNOWLEDGE

1. The teacher knows collaborative teaching strategies with art colleagues and colleagues from other disciplines.
2. The teacher knows entrepreneurial as well as educational initiatives that contribute to the general purpose of art education.
3. The teacher recognizes the role of families and other community members in shaping the improvement of education as well as the enhancement of the arts.

PROFESSIONAL SKILLS

1. The teacher collaborates with peers and other members of the community to plan and implement initiatives that promote art.

STANDARD # 6 Assessment

The teacher of art understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' decision-making.

KNOWLEDGE

1. The teacher understands various methods for the assessment and evaluation of students and programs.
2. The teacher understands the importance of student self-assessment.
3. The teacher knows the purposes and processes for analyzing and reporting assessment data.

PROFESSIONAL SKILLS

1. The teacher conducts meaningful and appropriate assessments of programs and student progress to make quality instructional decisions.
2. The teacher creates fair and equitable assessments of works, skills and knowledge central to the content of art.
3. The teacher encourages student self-evaluation as a part of teaching and learning.

STANDARD # 7 Professional Development

The teacher of art demonstrates knowledge of professional art organizations and seeks professional growth and

development opportunities to advance the profession.**KNOWLEDGE**

1. The teacher knows the role of local, state and national art organizations.
2. The teacher is aware of events and professional gatherings related to the arts.
3. The teacher recognizes the responsibility of advocating for the arts.

PROFESSIONAL SKILLS

1. The teacher seeks opportunities to engage in professional growth with local, state, and national art organizations.
2. The teacher uses strategies that advocate for the arts.

Appendix C: Glossary of Student Teaching Terms

Associate Dean for Teacher Education: This individual is the School of Education administrator who is responsible for the oversight of all areas and aspects of educator preparation.

Clinical Supervisor: One who teaches children or adolescents and also supervises teacher education candidates. The Clinical Supervisor is sometimes referred to as the Cooperating Teacher.

Conference Report: A written report of a 20-30 minute meeting between the candidate and the Clinical Supervisor to discuss progress, suggestions for areas of improvement, and any other issues that need to be addressed. Two Conference Reports are required in each VAE student teaching placement.

Field Experiences Coordinator: The KU School of Education's representative who coordinates placement of students in the student teaching/internship program for all undergraduate areas of teacher preparation. The coordinator acts as a liaison between the KU School of Education and the cooperating school/district placements.

Formative Assessment: An assessment meant to provide un-graded feedback to the Student Teacher about his/her teaching and related skills. The University Supervisor observes student teachers a minimum of two times in each placement, completing a Formative assessment each time. The Clinical Supervisor observes twice and completes a Formative assessment twice. The Formative assessment does not count as part of the final grade.

Placement School/District: A public or private school that provides facilities for professional field experiences and student teaching/internships in the teacher education program.

Student Teacher, also called Teacher Education Candidate: A student who is studying to be a teacher and who, as a part of their training, observes classroom instruction and does closely supervised teaching in an elementary or secondary school. The student teacher reports to a School of Education assigned University Supervisor.

Student Teaching: The 16-week experience (two 8-week placements; elementary and secondary schools) that Visual Art Education students complete for art licensure PK-12.

Summative Assessment: At the end of each placement period, the Clinical Supervisors and University Supervisors will complete an online Summative assessment. At the end of this assessment, they will recommend a grade. This assessment reflects the work from the overall student teaching experience and counts as part of the final grade.

University Supervisor: A specialist in art education and KU School of Education's representative who is responsible for supervising the teacher education candidate.

Appendix D: VAE Lesson Plan Format

Place at the top of the page:

Student Teacher/Intern Name
School Name
Grade Level
Date

Lesson Title: A short descriptive title of several words

Lesson Overview: One or two-sentence description of lesson

Big Idea(s): Serves as the organizer for the lesson. Statements about art that drive the lesson content and relate the wider world of art and culture.

Objectives: Brief statements stating what students will do and learn about the lesson's key concepts. They include action words that convey "the what and how" of student engagement. For example, students will draw, discuss, paint, compare, read, sketch, view, learn, understand, learn, and create (and others) as part of instruction. **Note:** Review Bloom's Taxonomy; lessons should include a variety of levels of thinking and learning as reflected in your objectives.

Resources & Supplies: Specifies equipment, tools, visuals, charts, art supplies to be used by students and teachers.

Vocabulary: A list of words pertinent to the lesson and defined in age appropriate language.

Art Education Standards: Identifies either state or national standards to be addressed in the lesson.

Procedures:

- Introduction – explains how you will focus and engage students (hook them): timeframe (example: 5-7 minutes)
- Steps of the lesson– links directly to objectives. Should include the delivery of information, demonstrations, checking for student understanding (questions, observation, studio work), guided and independent/group work. The steps should contain transitions from one part of the lesson to the next – timeframe (example: 30 minutes, depending on grade level)
- Clean-up – timeframe (example: 8 minutes)
- Closure – timeframe (example: several minutes of refocusing students by asking students to summarize learning).

Assessment: Delineate how students' performance will be evaluated. Include test, rubric or checklist of criteria

References: List of published materials and references including websites you used to gain background information and ideas. Use APA guidelines. If your lesson plan was inspired by a lesson created by your cooperating teacher, please cite it. **Note:** Your cooperating teacher's lesson **can** be the source of inspiration, but it must be changed sufficiently for it to be considered a your own. You will add or change the lesson to make it your own and to fit the time, level and place.

Teacher example and other teaching materials: An example of what students will do to complete studio project using appropriate school art materials. May be a photograph of the example. Also include handouts, worksheets, and a printout of PPT, if applicable.

Appendix E: A Checklist of Student Teaching Responsibilities

To become acquainted with the cooperating school, the teacher education candidate should accomplish the following during the first days of student teaching:

- Learn the names of students and school personnel
- Become familiar with policies of the school concerning the following:
 1. Teacher's schedule
 2. Attendance records
 3. Emergency drills
 4. Assemblies
 5. Teacher responsibilities
 6. Report cards
 7. In-school accidents
 8. Permanent records
 9. Textbooks
 10. Discipline/Management
 11. Dismissal
 12. Use of school facilities
 13. Testing programs
 14. Signing in-out/arrival-departure time
- Observe teacher-student relationships, noting in particular the various teaching and learning styles that prevail in the school.

To understand the activities, forces, and ideas operating within the school, the teacher education candidate should:

- Develop an understanding of the students
 1. Give remedial help to students
 2. Work with groups of varying abilities
 3. Work with cumulative records
 4. Participate in parent-teacher conferences
 5. Discuss students' learning needs with school resource personnel as needed
 6. Discuss students' learning needs with the Clinical Supervisor
 7. Observe students in various activities
- Become familiar with classroom organization and management
 1. Distribute and collect materials
 2. Check roll and record attendance
 3. Develop/Maintain a positive learning environment
 4. Discuss classroom management policies and techniques with the Clinical Supervisor
 5. Keep record of homework and student grades
- Use instructional materials
 1. Prepare classroom materials
 2. Use available materials
 3. Bring in supplementary materials
 4. Locate visual, reference, and other teaching materials in library or other school sources
 5. Learn to use educational equipment and appropriate uses of technology for instruction
 6. Examine courses of study and textbooks
 7. Set up demonstrations
- Plan for class instruction
 1. Learn proper use of manuals
 2. Prepare an instructional unit (the KPTP requires a 2-week unit)

3. Prepare daily lesson plans a week in advance
4. Review lesson plans with the Clinical Supervisor several days before teaching
5. Plan activities with/for the class(es)
6. Instruct classes; guide class discussions
7. Make assignments
8. Monitor classroom study
9. Check notebooks, workbooks, and supplementary work
10. Use a variety of appropriate teaching methods
11. Utilize a variety of appropriate evaluative techniques
12. Provide Formative feedback to students

- Evaluate student growth

1. Create/utilize learning rubrics
2. Grade papers, tests, projects, etc. (Summative Assessment)
3. Evaluate homework assignments
4. Advance students' attainment of state standards
5. Assist with grade reporting
6. Hold conferences with students
7. Use data to inform instruction (with special attention that relates to Kansas state standards)

- Engage in wider school activities

1. Assist with extra-curricular activities
2. Attend faculty meetings
3. Interact with other teachers professionally
4. Confer with Clinical Supervisor on a regular basis
5. Work with faculty committees, if appropriate
6. Attend selected school-related athletic and cultural events

- Develop professional characteristics

1. Be punctual, dependable, cooperative, and professional
2. Dress appropriately and be well-groomed at all times
3. Keep pace with professional literature and research
4. Begin keeping files of lesson plans, teaching materials, ideas, etc.
5. Cultivate a pleasant, patient, professional relationship with students
6. Objectively reflect on strengths and weaknesses, planning strategies for self-improvement
7. Listen and act on advice and suggestions from the Clinical and University Supervisors, as well as other professional staff at the school
8. Seek out and attend professional development opportunities

To prepare for licensure, the teacher education candidate should:

- Make sure all academic requirements have been filled and successfully met.
- Make sure all required tests/evaluations have been taken and successfully passed.
- Make sure the KPTP has been completed, turned in ON TIME, and successfully passed.
- Complete all student teaching/internships successfully.

*Outline adapted from the *Western Kentucky University's Student Teaching Handbook*

Appendix F: Selection Requirements of Clinical Supervisors

Clinical Supervisors are selected in a process that involves the university, school district administrators, and school administrators. The Clinical Supervisor should have:

1. A valid, clear, renewable professional certificate in the field in which the Student is preparing to teach;
2. An expressed interest and desire to work with the Student and University;
3. A minimum of three years successful teaching experience under a professional license;
4. Recognition for excellence in teaching, including a positive impact on student learning and demonstrated ability to work effectively with others;
5. Cooperating school principal recommendation;
6. Effective mentoring and supervisory skills; and
7. An instructional load that is realistic and reflects an appropriate cross section of the student population and consistent with the licensure field of the Student.

Appendix G: Website Resources

KU School of Education: <http://www.soe.ku.edu/>

SoE Advising Center: <http://soe.ku.edu/students/advising>

Field Placement Office: <http://soe.ku.edu/students/field-experience>

Licensure Office: <http://soe.ku.edu/students/graduation/licensure>

University Career Center: <http://career.ku.edu/>

Praxis: www.ETS.org

Praxis Help: www.praxisprepinfo.com

Kansas State Department of Education: www.ksde.org

KPTP Information: <http://www.ksde.org/Default.aspx?tabid=3769>

Kansas Art Standards: <http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/Fine-Arts-Dance-Media-Arts-Music-Theatre-Visual-Arts/Visual-Arts>

National Core Art Standards: <http://www.nationalartsstandards.org/>

National Art Education Association: <https://www.arteducators.org/>

Kansas Art Education Association: <http://www.kaea.com/>

Appendix H: Daily Self Assessment Format and Self Assessment Instrument

DAILY SELF- ASSESSMENT SHEET

Make copies as needed for each day. Select one lesson per day. Choose different lessons/classes each day.

Lesson or period taught:

Date:

High Points of Lesson	Check	Areas to Improve	Check
Planning		Planning	
Presentation		Presentation	
Materials used		Materials used	
Lesson content		Lesson content	
Student understanding		Student understanding	
Pupil/teacher rapport		Pupil/teacher rapport	
Managing student behavior		Managing student behavior	
Evaluation of learning		Evaluation of learning	

Self- Assessment Instrument

The following instrument is similar in form and content to the Formative Assessment used during observations. You can use this as a guide as you prepare to plan and teach your lessons and/or as a self-assessment with any videotapes of yourself teaching.

Use the following scale to evaluate the teacher candidate on each item:

0 Not observed	1 Needs improvement	2 Developing	3 Skilled	4 Exemplary
Not observed during this observation	Not ready to assume responsibility for classroom	Currently developing expected beginning skills	Meets expected skills of a beginning teacher	Exceeds expected skills of a beginning teacher

Assessment

The teacher candidate	Item	Score
The teacher candidate	1. Makes students aware of what must be done to demonstrate mastery of the material.	
	2. Uses pre-assessments to determine what students already know about content.	
	3. Uses informal assessment techniques to evaluate the impact of instruction & the need for instruction modification/differentiation.	
	4. Plans/develops formal assessments that validly & reliably measure student learning.	
	5. Accurately interprets assessment results.	

Comments about assessment (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)

Classroom Management

The teacher candidate	Item	Score
The teacher candidate	1. Sets clear standards of conduct & ensures that they are consistently followed.	
	2. Creates a classroom environment in which student to student interactions are polite, respectful, & supportive of learning.	
	3. Is alert to inappropriate student behavior and responds in a way that is fair and minimally disruptive to class.	
	4. Organizes tasks/manages students so that students are engaged in learning most of the class period.	
	5. Communicates with students in an effective, positive, & dignifying manner.	
	6. Conveys genuine enthusiasm for subject, & students respond positively to enthusiasm.	
	7. Incorporates technology into classroom management tasks.	

Comments about classroom management (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)

Instructional Planning

The teacher candidate	Item	Score
The teacher candidate	1. Focuses lessons on content that represents valuable knowledge and that promotes in-depth understanding of the content standards.	
	2. Develops lessons that have a clearly defined and effective structure (e.g., the effective use of a defined beginning, middle, and end of a lesson).	
	3. Sets clearly defined learning objectives & sequences activities in a way that can build students toward objectives.	

	4. Includes differentiated instructional activities and explains the basis for the differentiation.	
	5. Plans activities that address a variety of levels of thinking skills.	
	6. Describes how he/she will integrate content with other content, across & within content field.	
	7. Describes how he/she will integrate technology into instruction.	
	8. Selects materials that are developmentally and learning objective appropriate.	

Comments about instructional planning (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)

Implementation of Instruction

The teacher candidate	Item	Score
	1. Clearly presents directions to and/or explanations of an activity.	
	2. Sets up lesson/activity in a way that helps students understand the connection between the lesson/activity and the learning objective.	
	3. Makes content meaningful for all students.	
	4. Uses materials that are effective at increasing student understanding of the content as well as at improving student engagement.	
	5. Effectively uses examples, mental imagery, role modeling, visual representations, etc. to better illustrate new or difficult concepts.	
	6. Uses strategies that develop student critical thinking, problem solving, & reflection skills.	
	7. Demonstrates in-depth understanding of the content during instruction.	
	8. Asks questions that promote thoughtful responses and deeper understanding of content.	
	9. Accommodates students' questions or interests and uses students' questions and interests to enhance their understanding of the lesson.	
	10. Finds ways to get students to actively participate in their own learning.	
	11. Relates the content of the lesson to the course as a whole and/or to the potential application of content outside of the classroom.	
	12. Incorporates reading strategies throughout lesson.	
	13. Uses knowledge of students' cultures & backgrounds to help students relate content to their prior experiences.	
	14. Paces lessons to ensure that students are neither bored nor confused.	
	15. Uses appropriate accommodations so that all students can contribute and learn.	
	16. Incorporates technology effectively into instructional delivery and student activities.	
17. Teaches students to effectively apply information technology.		

Comments about implementation of instruction (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)

Professionalism

The teacher candidate	Item	Score
	1. Fulfills assigned duties and responsibilities and is flexible when change is required.	
	2. Follows school and district rules.	
	3. Understands and complies with laws & regulations, such as laws related to the confidentiality of student information.	
	4. Understands how to question authority in a respectful, constructive manner.	
5. Establishes collaborative and productive relationships with colleagues and parents.		

	6. Demonstrates honesty and respect in all communications/interactions with students, parents, and staff.	
	7. Demonstrates respect for cultural differences in school community.	
	8. Is responsive to students' clues of distress & connects distressed students to appropriate resources.	
	9. Refrains from showing favoritism for any student or student group.	
	10. Seeks, accepts, and acts upon input about his/her teaching.	
	11. Tries a variety of teaching ideas/techniques, based on research, colleague suggestions, and student needs.	
	12. Reflects upon the impact of his/her instruction on student learning.	
	13. Sets appropriate learning goals for self, based on reflection.	

Comments about professionalism (You may comment in general or indicate an item number(s) from above and focus your comments on this/these items specifically.)