MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:  

CONSIDERATION OF PRELIMINARY APPROVAL OF PROFESSIONAL EDUCATION PROGRAM FOR THE KANSAS CITY ART INSTITUTE – KANSAS CITY

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DEPARTMENT GOAL NO. 3:
Missouri will prepare, develop, and support effective educators.

SUMMARY:
The Kansas City Art Institute in Kansas City, Missouri, submitted a proposal to the Office of Educator Quality to offer one (1) program for teacher certification in Art Grades K-12. Department staff reviewed their proposal and visited the campus to interview the college’s administration and faculty to determine whether the proposed programs are credible for state approval.

It was determined from a review of the conceptual framework, curriculum matrices, and instructional resources that the professional education unit and the proposed program are in compliance with the Missouri Standards for the Preparation of Educators (MoSPE). The proposal for initial approval included:

- Plans to meet and/or exceed the six MoSPE standards;
- Alignment of assessments to the Annual Performance Report for Educator Preparation Programs (APR-EPP);
- Identification of the area of certification in which they are seeking approval;
- Alignment of coursework and/or experiences to prepare educators in the certification area;
- An on-site review including opportunities to visit with students, faculty, and partners;
- A timeline for the approval by the board; steps to recruit students; and the anticipated date of their first program completers.

Initial approval would allow teacher candidates from the Kansas City Art Institute in Kansas City to be recommended for certification upon their successful completion of the program and appropriate assessments required by State Board rule. Continuing approval for this program is contingent upon the Annual Performance Report for Educator Preparation Programs.

PRESENTER(S):

Paul Katnik, Assistant Commissioner, and Gale "Hap" Hairston, Director, Educator Preparation, Office of Educator Quality will assist with the presentation and discussion of this agenda item.

RECOMMENDATION:

The Department recommends that the State Board of Education grant initial approval to the Kansas City Art Institute in Kansas City to offer one (1) professional education program effective April 15, 2014, as presented herein.
The Kansas City Art Institute (KCAI) is a national and local leader in arts education and a vital contributor to the Kansas City arts community. KCAI is a four-year, independent, fully accredited college of art and design offering the bachelor of fine arts degree in a variety of disciplines. This great institution has a stellar history, dating back to its origins in 1885.

History

When a group of Kansas Citians got together in 1885 to start a Sketch Club “to talk over art matters in general and to judge pictures,” they could not know they were creating an institution that would become a distinguished four-year college of art and design: The Kansas City Art Institute.

Notable names associated with the school include Walt Disney, who took Saturday classes there as a child; painter Thomas Hart Benton, who taught at KCAI from 1935 to 1941; multimedia artist Robert Rauschenberg, who studied fashion design at KCAI in the 1940s; sculptor, conceptual artist and writer Robert Morris, who studied at KCAI in the late 1940s; J.C. Nichols, real estate magnate and founder of Kansas City’s Country Club Plaza, who was president of the board of trustees from 1920 to 1927; and William T. Kemper, Jr., who joined the board in 1934 and served 54 years until his death in 1989, longer than any other trustee. During the J.C. Nichols years, the school’s budget was $40,000; today that figure tops $15 million.

Since its inception, the school has moved multiple times from its original location at 11th and Main streets, to its current site at 4415 Warwick Boulevard where the campus has been located since 1927.

In that year, trustee Howard Vanderslice, grain dealer, merchant and donor of the “Pioneer Mother” statue in Penn Valley Park, came up with a plan for purchasing the August R. Meyer residence and the surrounding 8.5 acres. (Meyer was the mining magnate for whom Kansas City’s Meyer Boulevard is named.) The location was strategically adjacent to the tract that had been set aside for the Nelson Gallery and Mary Atkins Museum (now the Nelson-Atkins Museum of Art), which opened in 1933.

Since 1996, the Kansas City Art Institute has completed improvements to the campus totaling more than $27 million, including the new Jannes Library and Learning Center, which opened in 2002 in a refurbished mansion at 3538 Warwick Boulevard, and the Lawrence and Kristina Dodge Painting Building, which opened in 2006 at 4446 Oak Street. In 1999 the college opened a public gallery, the H&R Block Artspace, located at 16 East 43rd Street, and in 2009 it opened a branch location for continuing education classes at 1801 North West Platte Road, Suite 275 in Riverside, Missouri, to serve Metropolitan Kansas City’s growing Northland region. In 2013, the college’s fiber program was united under one roof in the new Warehouse building, 4218 Walnut Street, located just north of the H&R Block Artspace.
**Governance**

The governance of KCAI is entrusted to a twenty-five (25) member Board of Trustees. The Board is led by an eight (8) member Executive Council. The President and a member of the faculty serve as ex-officio members.

**Administration**

The President and a cabinet of six (6) administrators provide the leadership.

**Faculty and Staff**

Both faculty and staff at the Kansas City Art Institute are dedicated to the success of our students. The faculty are effective teachers in part because they also are practicing artists and designers. They expect a great deal from each student, and students can expect much in return: their full attention, their dedication to your personal growth as an artist or designer and their celebration of your success as your work grows and matures.

**The Campus**

Some colleges of art and design are located in a single industrial-type building that could just as well be a warehouse. Other campuses have departmental buildings intermingled with office towers, randomly situated on several city blocks. The KCAI campus features individual studio buildings and a freshman residence hall that encircle a tree-shaded campus green.

KCAI students experience the best of both worlds—a park-like oasis in an urban setting, with world-class art museums just steps away on either side of the campus. When students and alumni talk about the special feeling of community they experience at KCAI, they often refer to the campus itself and to the central green, around which campus life revolves.

**Museums & Galleries**

Less than 200 yards west of the KCAI campus is the world-renowned Nelson-Atkins Museum of Art. The museum's recent expansion, designed by architect Steven Holl, has won international acclaim and allowed the museum to increase its exhibition space by more than one third, allowing for a greater emphasis on modern and contemporary art, African art and photography.

Less than 100 yards east of the campus is the Kemper Museum of Contemporary Art, housing one of the nation's finest permanent contemporary collections and hosting as many as a dozen special exhibitions each year.

The H&R Block Artspace at KCAI is the college's own contemporary gallery, which hosts a variety of exhibitions during the year, including the annual B.F.A. exhibition, a showcase of work by graduating seniors. Throughout the city are dozens of additional galleries. A hub of visual arts activity is the Crossroads Arts District, located about three miles north of the campus, and further downtown are a cluster of galleries showing contemporary and experimental art as part of the Urban Culture Project.
MISSION

The mission of the Kansas City Art Institute is to prepare gifted students to creatively transform the world through art and design by:

- educating students to be artists and creative professionals through excellence in art making combined with a firm grounding in liberal arts education because we believe that a combination of theory and creative application facilitates aesthetic exploration and critical reflection;
- providing rigorous academics and art programs that nurture the professional, intellectual and personal growth of our students, who work one-on-one with preeminent, professionally active and teaching-oriented faculty in dedicated spaces; and
- creating community partnerships that encourage lifelong learning and promote student engagement on local, national, and international levels.

Source: [http://www.kcai.edu/about---kcai](http://www.kcai.edu/about---kcai)

Part of that preparation is creating opportunities for art students to find gainful employment. For over 127 years, KCAI has been training artists, and graduates have entered into the teaching profession without the benefit of training in pedagogy specific to the field of art education.

RATIONALE

In response to requests from students, parents and alumni who would like to have additional training related to job opportunities in the field of education, KCAI is proposing a fifth year post-baccalaureate program in art teacher certification. This program will allow us to train a different kind of art teacher—an artist-teacher or teaching artist. At KCAI, we believe that arts educators should be trained as artists and designers and that they should approach education with the passion of studio artists/designers.

Findings from a recent teaching artist research project at the National Opinion Research Center (NORC) suggest that "teaching artists who make teaching a part of their professional practice as artists are critical to the future of arts education and to the improvement of our schools" (Rabkin et al., 2011). In addition, The Gaining the Arts Advantage report (1999) indicates that both art teachers and administrators understand the importance of the artist-teacher as a critical success factor for student learning and growth (Deffenbaugh, Hatfield, and Montana, 2006).

The U.S. Bureau of Labor indicates that between 2010 and 2020, education will be one of the largest and fastest projected areas for employment; elementary school teachers are projected to grow 12 percent from 2012 to 2022 (BLS, 2014). This means that job opportunities for teachers in general will be good to excellent, depending on the grade level, locality and subject area. Add that information to the fact that the arts is one of the groups of occupations projected to grow the fastest, and KCAI and the state of Missouri have an obligation to prepare our students for future projected employment opportunities.

1 Source: Proposal for New Program: 5th Year/Post-Baccalaureate in Art Education Certification: Kansas City Art Institute, submitted August 21, 2012, to Missouri Department of Elementary and Secondary Education.

2 Source: Proposal for New Program: 5th Year/Post-Baccalaureate in Art Education Certification: Kansas City Art Institute, submitted August 21, 2012, to Missouri Department of Elementary and Secondary Education.
Every year KCAI graduates on average 120 students and approximately thirty percent of them eventually enter the field of art education. They often seek initial certification from an alternative program or enroll in an education program at a neighboring university. These programs do not generally deal with the development of the artist-teacher. The curricular emphasis is on general education content vs. concentrated study of art education curriculum, pedagogy and practices. As a result, the necessary connections to the “visual arts as a specialized discipline” (Deffenbaugh, Hatfield, and Montana, 2006) may not be understood.

A recent survey of our current KCAI students revealed a great amount of interest in teaching art. Out of 148 responses, seventy-six percent of respondents (112) indicated that they would be interested in pursuing a fifth year certification program in art education.

The demand for artist-teachers will more than likely increase over time for two reasons. First, society is beginning to recognize the value of an arts education in the cognitive development of children, the growth of the economy, and the development of creative problem solvers. Second, the model of artist-teacher is constantly being reinforced by the presence of artists in residency programs in public schools. Yet, the traditional artist-teachers who participate in residency programs often do not have proper training in pedagogy; only one in six has been certified to teach by a state board of education.

Those who are not certified do not have an opportunity to create a meaningful relationship with the students, have no significant connection to the curriculum and have little interaction with teachers or students (Rabkin et.al, 2011). In addition, traditional art education programs only require 36 to 40 credit hours of studio practice. The KCAI undergraduate BFA program requires 78 credit hours of studio practice.

Providing an opportunity for the development of artist-teachers will help improve the contributions that art can make to the lives of PK-12 students.

According to the U.S. Department of Education, teacher shortages are still common in many locations in spite of a struggling economy. In a recent report, Teacher Shortage Areas (2013), sixteen states and one territory identified the visual arts as an area of shortage for 2012-2013. In view of the fact that many teachers from the ‘baby boom’ era will be retiring, and that research is demonstrating the value of an art education for the development of creative problem solvers, it is probably safe to predict that there will be a rise in the need for qualified K-12 art specialists. This notion is supported by a ready-to-work study (Key Findings, n.d.) produced by a consortium of four organizations and indicates that U.S. employers rate critical thinking, problem solving, creativity and innovation among the top five skills that will increase in importance over the next five years. These same skills are a focus in the education of studio artists.

Visual art is a required subject in the Missouri public elementary schools. At the moment, the state of Missouri has 24 education programs that prepare art teachers. They are all located in public and private universities through education programs/schools/colleges. The Kansas City Art Institute is the oldest and only private art and design college in the state of Missouri and the only art and design college that serves regional needs.

Most of our students come from Missouri, Kansas, Iowa, Nebraska, Arkansas, Oklahoma, and Texas. We are uniquely positioned to provide the kind of training needed for the development of the artist-teacher. Of the 24 universities and colleges that offer either a BA in art education or alternative
certification in art, none of them are housed in art education departments or in schools or colleges of art and design. All of these programs are housed in education departments, and schools/colleges of education.

As mentioned before, certification programs housed in colleges of education often do not provide the concentrated art education coursework in theory and pedagogical methods for teaching art. Thus, the students/candidates lack the knowledge and grounding in art education history, art education theories and philosophical approaches, and current methods and trends in the field of art education. Because of what we do at KCAI, we can create uniquely prepared and qualified artist-teachers to serve today’s PK12 students in the public schools.

CONCEPTUAL FRAMEWORK

Program and Curricular Design (Standard 2-MoSPE)

The Kansas City Art Institute (KCAI) of Art’s Post-Baccalaureate Art Education Certification program (beginning in 2014) is designed as a one-year program leading to Missouri certification in art education for students who have completed the Bachelor of Fine Arts degree (BFA) and who are interested in teaching art PK-12.

The program consists of coursework and fieldwork experiences focused on the preparation of the artist-teacher who is prepared to teach art in diverse K-12 settings. Situated in the context of KCAI, a four year art and design school, the art education program focuses on the development of the artist-teacher who has a strong connection to his/her art making, the discipline of art, and the creative process. It is with this grounding that the artist-teacher will be able to effectively model artistic processes and practices with his/her PK-12 students.

The program 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
- demonstrates 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
  - Models effective communication
  - Uses multiple forms of assessment to gauge learner progress
  - Engages in professionalism and professional learning
  - 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 based on the studio model for curriculum and pedagogy 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 artist/designer/practitioners.

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.

Reflection on practice and beliefs are emphasized within teacher education programs and contribute to creating the habits of mind that can enable the continued growth of educators as they advance in their professions (Mason and Klein, 2013). The scaffolding of experiences that enable continued reflection on practice can assist to develop practitioners who are better able to “examine, frame, and attempt to solve the dilemmas of [art] classroom practice” (Zeichner and Liston, 1996, p. 6). One of the ways to accomplish this is through case study method (Klein, 2003). Visualization is also a key strategy that can facilitate reflection among pre-service art teachers through “making collages, paintings, drawings, visual journals, or creating visual metaphors” as methods of reflection (Klein, 2008, p. 113). As such, multiple modes for reflection are integrated throughout the program (verbal, text, and visual) to foster critical, creative and metaphorical thinking.

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

- **Create** interdisciplinary visual art curriculum, age-appropriate assessment tools and learning experiences in art with PK-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; and
- **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, and the program focuses the integration of educational and learning theory and field-based experiences. As art educators are required to have knowledge about a wide range of artistic processes, media, learners, artistic development (Eisner, 2004), instructional and assessment strategies, curricular frameworks, and learning environments, this program supports a *holistic* approach to PK-12 art teaching. A focus 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.

The program aims to engage students in: 1) **theory**: learning theory, aesthetic theory; art education theory; 2) **practice**: fieldwork and observation of PK-12 learners in art settings that include supervised student teaching experiences where students can ‘test’ theory and approaches to practice; and 3) **reflection on practice**: individual and collaborative reflection that enables the self-improvement, clarification of values and intent, and awareness of one’s effectiveness in the classroom and impact on others. Thus, the development of the **reflective artist-teacher** who bridges theory with practice is central to the core of the KCAI program and this focus is consistent with the standards of the *National Art Education Association Standards for Art Teacher Preparation* (SATP, 2009).
- **Standard I**: Art Teacher Preparation Programs Focus on the Content of the Visual Arts
- **Standard II**: Art Teacher Preparation Programs Focus on Theory and Practice
- **Standard III**: Art Education Faculty Have Expertise in Theories and Practices in Art Education
- **Standard IV**: Art Education Faculty Demonstrate Best Practices in Teaching
- **Standard V**: Art Education Faculty Use Current & Emerging Technologies
- **Standard VI**: Art Education Faculty Are Active in the Art Education Profession
- **Standard VII**: Art Education Faculty Support Diversity within their Institution, Profession, and Professional Community

**SUMMARY OF FINDINGS FOR THE PROFESSIONAL EDUCATION**

*Kansas City Art Institute*  
*Kansas City, Missouri*  
*April 14-15, 2014*

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<td>Standard 2: Design &amp; Assessment – The data from fair, valid, and reliable assessments will be used to measure the performance of candidates and educator preparation programs by program and certification areas.</td>
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<td>Standard 3: Field &amp; Clinical Experiences – Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</td>
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<td>Standard 4: Candidates – A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.</td>
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<td>Standard 5: Faculty – Educator preparation faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, learning, scholarship, and service.</td>
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<td>Standard 6: Operations and Resources – Operations and resources are necessary to govern, develop, support, and maintain the educator preparation program.</td>
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