



School of the Art Institute  
of Chicago

# Department of Art Education

2023 - 2024 Handbook

B.F.A.A.E.  
Bachelor of  
Fine Arts with  
Emphasis in  
Art Education



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# **SAIC ART EDUCATION**

We are a community of artists, educators, organizers, designers, curators, teachers, administrators, archivists and activists. We are engaged in the ongoing work of bringing into being, cultivating, restoring and sustaining cultures of joy, justice, care and critical generosity. We do this through a commitment to philosophies that emphasize context and community, knowledge and experience, critical thought and reflection, practice and evaluation.

Students come to the SAIC Art Education Department to gain the knowledge, skills and resources that they need to manifest their deeply felt vocations as artists and educators, to enhance their own creative potentials and to collaboratively build resilient, creative democratic communities.

There are three SAIC art education programs:

- Master of Arts in Teaching—MAT  
Prepares students for careers in art education, including licensure to teach Visual Arts PK-12 in Illinois public schools
- Bachelor of Fine Arts with Emphasis in Art Education—BFAAE  
Prepares students for careers in art education, including licensure to teach Visual Arts PK-12 in Illinois public schools
- Master of Arts in Art Education—MAAE  
Prepares students for careers in art education in community settings, art organizations, and museums

The SAIC Art Education programs are uniquely situated within the vital cultural and artistic communities of Chicago, providing a wealth of teaching experiences and opportunities for mentorship in schools, museums, and community settings.

## **BACHELOR OF FINE ARTS WITH AN EMPHASIS IN ART EDUCATION (BFAAE) PROGRAM OVERVIEW**

The School of the Art Institute of Chicago's (SAIC) Bachelor of Fine Arts with an Emphasis in Art Education (BFAAE) program prepares teacher candidates to become creative and critical teachers of contemporary art and visual culture. The BFAAE degree meets the current requirements for the State of Illinois PK–12 Visual Arts Professional Educator License. BFAAE graduates are informed and engaged artists, teachers, citizens, creators, and community activists. With this degree, candidates enter the field ready to teach art in schools and other settings and to foster empowering and meaningful participation in democratic life for all of their students.

# **CONCEPTUAL FRAMEWORK of SAIC ART EDUCATION**

The School of the Art Institute of Chicago (SAIC) establishes and conducts comprehensive programs of education including preparation of visual artists, teachers of art, and designers, providing education services in written, spoken, and media formats (*from SAIC Mission Statement*).

SAIC has a long-standing commitment to the profession of art education, providing essential education for prospective art teachers. The conceptual framework and philosophy of our teacher preparation program has changed over time, evolving to meet the changing needs of students in our increasingly diverse and technologically mediated, screen-based cultures. MAT candidates learn to develop curricula that compels people to critically analyze and create art and visual culture in a diversity of contemporary forms. MAT candidates become versed in pedagogical practices that affirm cultural identities, sustain diverse cultures, develop critical perspectives that challenge art and educational inequities that (Ladson-Billings, 1995; Paris & Alim, 2017; Hill Collins, 2009; Mayo, 2013; Popkewitz, 1998; Siddle Walker, 2018).[OG1] This emphasis on culturally sustaining pedagogies fosters cultural pluralism as part of the democratic project of schooling.

## **Ongoing Conceptual Framework Assessment and Evaluation**

We are committed to ongoing evaluation and assessment of our conceptual framework. We continually assess the framework through ongoing dialogue with all members of our professional community including SAIC administrators, faculty, teacher candidates, and alumni, as well as mentor teachers, school administrators, and staff. This process ensures that feedback from our educational community continually influences and shapes our conceptual framework.

## **CORE ELEMENTS OF THE PROGRAM PHILOSOPHY**

As SAIC teacher candidates advance through the BFAAE program they focus on a core set of elements:

- (1) context and community,
- (2) knowledge and experience,
- (3) critical thought and reflection
- (4) practice and evaluation.

These four elements form the core philosophy and structuring logic of our art education teacher preparation programs. These elements are embedded in a curriculum that includes studio, art history, liberal arts, professional education classes, and practicum experiences. Teacher candidates have in-depth knowledge of art, visual culture, technology and other content areas to inform pedagogical theories and practices directly related to national, state, and local standards.

Throughout the programs, teacher candidates explore the functions and purposes of art education and investigate connections between experiences inside and outside of public schooling within a larger framework of cultural and historical analyses. In this sense, teacher candidates understand art and other forms of visual culture, education, and curricula as both products of history and potential sites for cultural change.

### **Context and Community**

The SAIC Art Education Department is committed to meaningful learning and teaching in a culturally diverse and ever-changing society. Teacher candidates understand that communities are constructed and realize the benefit of partnering with faculty, staff, students, families and local representatives to develop, expand and sustain ethical teaching and learning communities.

The teacher candidate understands:

- The context of social, cultural, economic and political realities as related to self, community, and world
- The relationship between cultural diversity and student learning, including how cultural diversity can afford particular opportunities for the exploration of multiple perspectives
- Teaching and learning are affected by access to the development and exchange of new media and electronic information
- Teaching and learning are multi-modal, a life-long process, and occur both inside and outside the context of schools

### **Knowledge and Experience**

We are committed to preparing teacher candidates who connect their respective lived experiences and knowledge of the visual arts with the pedagogical and professional skills necessary to create curriculum and facilitate learning environments that empower students to understand and participate in contemporary art and culture. Therefore, teacher candidates learn to interpret, teach and produce art and other forms of visual culture while fostering social and political empowerment for all students.

The teacher candidate understands:

- Theoretical and practical knowledge related to communications, literature, mathematics, science, history, philosophy, and social sciences from transcultural perspectives
- Content knowledge, including perspectives on social theory, new media and information technology, art theory, art history, visual culture, art production, and art education that support democratic learning and critical practices
- Methods, resources, technology and materials for designing and implementing instruction based on pedagogical content knowledge, student needs and curricular goals
- Multiple forms of assessment, such as group critique, student self-evaluation and rubrics, and teacher candidate self-evaluation to support active learning

### **Critical Thought and Reflection**

We are committed to developing critical, inquisitive and reflective teachers. Teacher candidates scrutinize their position as educators and problematize tacit assumptions about teaching and learning, ensuring necessary adjustments to enhance student learning.

The teacher candidate:

- Has a strong foundation in theoretical and conceptual frameworks that integrate research, reflection, technology and practice
- Embodies the model of teacher as researcher, who questions the biases, assumptions, and efficacy of their practice
- Uses multiple frames of reference to help conceptualize their own position in relationship to students, schools, communities, and the professional field
- Uses critical thought and reflection to create strategies and solutions

### **Practice and Evaluation**

We are committed to multiple forms of teaching and assessment practices that actively engage and have positive effects on student learning. Teacher candidates facilitate student learning of art and other forms of visual culture through clear presentation of content, ideas, and instruction and assess student performance using established rubrics and multiple indicators.

The teacher candidate:

- Uses a variety of instructional strategies including emerging technologies to encourage students' development of critical thinking, problem solving, and performance skills
- Applies effective communication skills with parents, students, colleagues, and the public
- Adjusts instruction based on informal and formal assessments
- Collects and analyzes data to improve teaching and learning

# **OBJECTIVES OF THE PROGRAM**

## **Prepare teacher candidates to demonstrate an understanding of how:**

- Psychological, social, political, and cultural influences shape individuals, communities and professional practices
- Content knowledge of art and visual culture promotes the value, complexity and diversity of all the visual arts as expressions of social and cultural issues, past and present
- Professional knowledge of arts and sciences responds to the needs of contemporary learners in a society dominated by visual images and designed objects
- Teaching engages students/citizens to participate in democracy through reflective and responsible interactions with art and other forms of visual culture

## **Prepare teacher candidates to demonstrate the ability to:**

- Collaborate with colleagues and the community to develop, support and improve learning opportunities for all students
- Plan and implement a curriculum that makes content meaningful to all students and has positive effects on student learning
- Implement a balanced integration of presentation, discussion, inquiry, production and reflection of art and other forms of visual culture in a variety of contexts within various communities
- Use multiple frames of reference to make critical assessments and reflective judgments
- Respect the diversity of developmental levels, learning styles, values, languages, and beliefs
- Integrate research, technology and reflection through the interpretation, production, and critique of art and other forms of visual culture
- Synthesize pedagogical and professional content knowledge to help students learn about art and other forms of visual culture
- Use resources, processes and assessments to support effective teaching of art and other forms of visual culture



# **ADMISSION TO THE BFAAE PROGRAM**

## ADMISSIONS CRITERIA

Students who wish to pursue a BFAAE degree must first apply to the Art Education Department. Prospective candidates are assessed using multiple indicators including:

- 1) prior academic performance;
- 2) knowledge of and skills in artistic production;
- 3) knowledge of visual culture, art history and related disciplines;4) and motivation and commitment to learning.

## ADMISSIONS DEADLINE

Applications are due on the first Monday in March. (There is only one application period per year.)

BFA students apply to the BFAAE program during the second semester of their Sophomore year. The first year of BFAAE Art Education course work begins in Fall, in the 1st semester of Junior year.

## ELIGIBILITY TO APPLY TO THE BFAAE PROGRAM

1. In order to apply to the BFAAE program, students must be admitted to SAIC's undergraduate program.
  
2. By the spring semester of their first year attending SAIC, students who declared Art Education as a major should schedule a meeting with the Art Education Department's Licensure Specialist for transcript analysis, called a "BFAAE Credit Check", to determine the semester in which the student should apply to the BFAAE program. The semester of application is identified by the number completed non-Art Education credits. Afterwards, students should meet with their SAIC academic advisor for advice on completing remaining non-Art Education credits. To ensure non-Art Education coursework is applicable to the Art Education degree requirements, contact the Licensure Specialist after registration.

## APPLICATION MATERIALS and REQUIREMENTS OVERVIEW

### Invitation to Apply (Fall Semester prior)

- You will receive an invitation to apply to the BFAAE Program from the Licensure Specialist the Fall semester prior to the application window. It will include information on the Application process and requirements. An invitation to the apply to the program may be on hold until the Licensure Specialist resolves issues related to INC grades, number of non-Art Education credit, BFA students uncertain about degree plans, possible leave of absence, registration not completed for the coming Spring semester, and other academic issues. Respond to requests to meet with the Licensure Specialist to address these issues.

Before Applying (Application window: January – February)

- **Meet with Licensure Specialist:** Complete the eligibility requirements above and schedule a meeting with the Licensure Specialist to update your BFAAE Credit Check. **Following your meeting, the Licensure Specialist will email you link to a personalized Google Drive folder, where you upload all of your application materials,** excluding your Letter of Reference, which will be e-mailed directly to the BFAAE Director.
- **Interview with BFAAE Director:** BFAAE Director will contact you to schedule an interview and initial portfolio review. This is an opportunity to get tips to prepare your final portfolio and answer any questions you might have regarding the application and admission process as well as the BFAAE program.

Assemble Your Application and Upload the Following Materials by the first Monday in March.

BFAAE Application Form

Resume (1-2 pages) Include teaching experiences, other work experiences, exhibitions and other art experiences, awards and honors, and list of competencies in media, equipment, and software. It will be reviewed during your interview with the BFAAE Director so you can receive feedback prior to submission by the application deadline. Contact SAIC CAPX for resume assistance.

Portfolio of 12-20 artworks in digital format (images of 2D and 3D work as well as time-based works). Additional details can be found on the following page.

Artist Statement (300-500 words) Provide context for the artwork included in your portfolio by discussing the themes and theories which inform your artistic practice. Elaborate upon the artistic, social, political, or personal relevance of your artwork as well as its material, conceptual and formal attributes.

Teacher Mission Statement (300-500 words) Explain why you want to teach art.

One Recommendation: Use the Letter of Reference form included in Application & Instructions packet. The Letter of Reference form must be submitted by email by recommender by the first Monday in March to the BFAAE Director. (See Letter of Reference Form for details.)

## **PORTFOLIO REQUIREMENTS**

Digital portfolio of 12-20 images arranged into a slide show using either PowerPoint, Keynote, Google Slides or PDF file.

☐ The work you share should be recent, and should demonstrate your proficiency using a range of materials and in a range of media including digital. Portfolio should also present your current focus and conceptual interests.

☐ Devote one slide to each artwork/video. If you need to include multiple images for the same piece of artwork you may fit them to one slide if possible. Otherwise, multiple slides may be included to show different features of the artwork if necessary.

☐ Each slide should be labeled with the following information

- Title of work
- Date of work
- Medium/ Materials
- Dimensions or duration

☐ Your portfolio document should be labeled using your name and the date. For example: “Stein\_Nan\_BFAAE\_2023”

Your portfolio will be checked for requirements and you will be notified if anything is missing.

>> Questions? Please contact the BFAAE Program Director, Nan Stein, [nstein4@saic.edu](mailto:nstein4@saic.edu)

## **ADMISSION DECISIONS**

- Applicants will be informed in writing of the Department’s admission decision before the course registration period for the upcoming Fall Semester.
- Applicants may be conditionally admitted to the program at the department’s discretion based on review of portfolio and transcripts. After consultation with the Program Director, the conditionally admitted applicant will make a written agreement with the department, listing criteria and timelines to be met for full admission into the program.
- Accepted students in teacher education programs are referred to as Teacher Candidates.
- Upon being accepted into the BFAAE Program students must complete required fingerprint-based background check. If the results of the teacher candidate’s background check do not meet Chicago Public School district’s standards, the candidate cannot continue in the SAIC Art Education program.
- Accepted teacher candidates begin Art Education coursework in the following Fall semester.

## **OTHER INFORMATION RELATED TO ADMISSIONS AND ENROLLMENT**

- Teacher Candidates will have a maximum of four years, from the time they enter the BFAAE program, to complete the program (including time off for leaves from the program.) Because this is a licensure program, teacher candidates must meet all Illinois State Board of Education requirements at the time of licensure.
- SAIC Art Education does not accept transfer credits to substitute for core SAIC Professional Art Education courses. See SAIC Bulletin and the SAIC website for additional information concerning transfer credits.
- Teacher Candidates are considered mandated reporters of child abuse and neglect by the Department of Children and Family Services (DCFS) when observing or teaching in school settings. Teacher Candidates must complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training and have a record of their completed training on file in the Licensure Office at the beginning of the teacher preparation program (before visiting schools).
- Substitutions to other BFAAE course requirements may be petitioned in writing using the Art Education Request Form and will be decided by Teacher Education Committee. The Request Form is available through the Licensure Specialist.

## **LICENSE INFORMATION**

- The BFAAE program at SAIC is an Illinois state-approved licensure preparation program. The Program prepares teacher candidates for the Illinois Professional Educator License (PEL) with a PK – 12 Visual Arts Endorsement (VART). Although SAIC's teacher preparation coursework often meets the teacher licensure requirements for other states and countries, SAIC cannot guarantee that an Illinois Professional Educator License will be honored outside of Illinois. Additional requirements may apply in such cases.
- Illinois State teacher licensure allows one to teach in the public-school system. Many private schools also seek to hire licensed art teachers who were educated in quality teacher education programs. This opens up job opportunities for licensed teachers, where you may be considered for hire before non-licensed teachers.

## **BFAAE CURRICULUM OVERVIEW**

<b>STUDIO</b>	<b>60 Credit Hours</b>
Drawing (Figure or Studio)	6 credits
Contemporary Practices Core Studio Practice	6 credits
Contemporary Practices Research Studio I	3 credits
Contemporary Practices Research Studio II	3 credits
Painting	3 credits
Printmaking	3 credits
Ceramics OR Sculpture	3 credits
Sophomore Seminar (SOPHSEM)	3 credits
<i>Practices of Art and Design Education in Schools and Communities 2: Teens and Adults ARTED 3900 (Professional Practice)</i>	3 credits
<i>Cultural Approaches to Production, ARTED 4100</i>	3 credits
Studio Electives*	24 credits
*Studio courses must include a minimum of 12 credits of 3000 or 4000 level courses. Upper level Drawing, Painting, Printmaking, Ceramics or Sculpture courses may be applied.	
<b>ART HISTORY</b>	<b>12 Credit Hours</b>
ARTHI 1001 World Cultures and Civilizations: Pre-History to 19th	3 credits
ARTHI 1002 Survey of Modern to Contemporary Art and Architecture	3 credits
Global Comparative Art History or Global Comparative Visual and Critical Studies	3 credits
Art History or VCS course: additional elective	3 credits
<b>LIBERAL ARTS</b>	<b>30 Credit Hours</b>

English	6 credits
Natural Science	3 credits
Math (or another Natural Science)	3 credits
Social Science	6 credits
Humanities	6 credits
<i>Doing Democracy, ARTED 3125</i>	<i>3 credits</i>
<i>Becoming Human: Evolving Concepts of Human Development, ARTED 3021</i>	<i>3 credits</i>
<b>ART EDUCATION</b>	<b>18 Credit Hours</b>
<i>Practices of Art and Design Education 1: Children and Youth, ARTED 3015</i>	3 credits
<i>Practicum: Elementary and Secondary Experiences, ARTED 4390</i>	3 credits
<i>Apprentice Teaching, ARTED 4900 (Capstone)</i>	12 credits
<b>TOTAL:</b>	<b>120 CREDITS</b>

Note: The classes in italics constitute the teacher preparation program (30 credits total).

# COMPARISON OF BFA AND BFAAE DEGREES

Bachelor of Fine Arts	Bachelor of Fine Arts with Emphasis in Art Education
Studio 72	Studio 60 Drawing (6) Contemporary Practices or equivalent (12) Sophomore Seminar or equivalent (3) Painting (3) Printmaking (3) Ceramics OR Sculpture (3) Studio Electives (24) At least 12 credits of the above studio coursework must be at the 3000 or 4000 level  <b><i>Practices of Art and Design Education 2: Teens and Adults,            ARTED 3900 (3)</i></b> <b><i>Cultural Approaches to Production, ARTED 4100 (3)</i></b>
Art History 18 Includes ARTHI 1001 & 1000 level elective	Art History 12 ARTHI 1001 World Cultures and Civilizations: Pre-History to 19th (3) ARTHI 1002 Survey of Modern to Contemporary Art and Architecture (3) Global Comparative Art History <i>or</i> Global Comparative Visual and Critical Studies (3) Art History or VCS course: additional elective (3)
Liberal Arts 30 English (6) Natural Science (6) Social Science (6) Humanities (6) Liberal Arts Electives (6)	Liberal Arts 30 English (6) Natural Science (3) Math (or another Natural Science) (3) Social Science (6) Humanities (6) <b><i>Doing Democracy, ARTED 3125 (3)</i></b>

	<b><i>Becoming Human: Evolving Concepts of Human Development, ARTED 3021 (3)</i></b>
	Professional Art Education 18 <b><i>Practices of Art and Design Education 1: Children and Youth, ARTED 3015 (3)</i></b> <b><i>Practicum: Elementary &amp; Secondary Experiences, ARTED 4390 (3)</i></b> <b><i>Apprentice Teaching, ARTED 4900 (12)</i></b>
General Electives 6 Studio, Art History, or Liberal Arts	no additional general electives
Total Credit Hours 120	Total Credit Hours 120



# PLAN FOR SOPHOMORE, JUNIOR AND SENIOR YEAR

Program – Sophomore Year			
FALL- Take Non Art Ed Credits	Credits	SPRING – Apply to BFAAE by first Monday in March, Take Non Art Ed Credits	Credits
(Any Studio, LA or AH)	3	(Any Studio, LA or AH)	3
(Any Studio, LA or AH)	3	(Any Studio, LA or AH)	3
(Any Studio, LA or AH)	3	(Any Studio, LA or AH)	3
(Any Studio, LA or AH)	3	(Any Studio, LA or AH)	3
(Any Studio, LA or AH)	3	(Any Studio, LA or AH)	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

Summer term Between Sophomore and Junior Year - *Use the Summer term to take additional Non-Art Ed credits if recommended by the Licensure Specialist (preferably studio or art history). Typically, students may choose to enroll in 3 or 6 credit hours in a summer term. Taking 9 credits is not common due to course scheduling.*

Program – Junior Year			
FALL-First Art Ed Semester	Credits	SPRING-Second Art Ed Semester	Credits
(Any Studio, LA or AH)	3	(Any Studio, LA or AH)	3
(Any Studio, LA or AH)	3	(Any Studio, LA or AH)	3
(Any Studio, LA or AH)	3	(Any Studio, LA or AH)	3
<i>Practices 1: Children &amp; Youth ARTED 3015</i>	3	<i>Practices 2: Teens &amp; Adults ARTED 3900</i>	3
<i>Becoming Human ARTED 3021</i>	3	<i>Doing Democracy ARTED 3125</i>	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

Summer term Between Junior and Senior Year - *Use the Summer term to take additional Non-Art Ed credits if recommended by the Licensure Specialist (preferably studio or art history). Typically, students may choose to enroll in 3 or 6 credit hours in a summer term. Taking 9 credits is not common due to course scheduling.*

Program – Senior Year			
FALL-Third Art Ed Semester	Credits	SPRING-Fourth Art Ed Semester	Credits
(Any Studio, LA or AH)	3	<i>Apprentice Teaching</i>	12

		<i>ARTED 4900</i>	
(Any Studio, LA or AH)	3		
<i>Cultural Approaches to Production ARTED 4100</i>	3		
<i>Practicum: Elem. &amp; Sec. ARTED 4390</i>	3		
<b>Total Credits</b>	<b>12</b>	<b>Total Credits</b>	<b>12</b>

Notes:

- The italicized courses constitute the BFAAE Art Teacher Professional courses (30 credits total).
- LA = Liberal Arts, AH = Art History
- One 3 credit Non-Art Education course may be taken in the 3-week winter term between first year, sophomore year or junior year if planned with the Licensure Specialist. No winter term courses are permitted in senior year.

## **ADDITIONAL LICENSURE PROGRAM**

### **CURRICULUM INFORMATION & POLICIES**

- **FIRST YEAR CREDIT CHECK:** BFAAE students should meet with the SAIC Art Education Licensure Specialist in their first year to obtain an analysis of remaining Non Art-Ed credits on the BFAAE Credit Check form. It details how best to complete your Non-Art Ed credits in order to stay on schedule. The Art Education curriculum and policies limit the amount of Non-Art Education coursework a student can take in their final year. See “CREDITS” below for further clarification.
- **TRANSITION POINTS:** The Program has six transition points that teacher candidates must successfully reach before moving into the next stages of the program to fulfill degree requirements and be eligible for the State of Illinois Pre-K–12 Visual Arts Professional Educator License. The Transition Points can be found at the end of this guide.
- **APPLICATION ELIGIBILITY:** Students apply for the BFAAE program at the beginning of the Spring semester of their Sophomore year (first Monday in March), after a thorough credit check and tentative schedule plan by the Art Education Licensure Specialist. Sophomore year status is based on the number of credits earned towards the degree, rather than the amount of time one has been attending college.
- **OFF-CAMPUS:** Teacher preparation program candidates do not have to complete the 6-credit undergraduate off-campus study requirement because apprentice teaching in schools counts as off-campus study. Off-campus courses may still be taken by BFAAE students if desired and when possible.

- **FINANCIAL AID:** All students are expected to understand their financial aid status when registering for courses. Always consult with Student Financial Services office before adding, dropping or withdrawing from courses. Art Education is not privy to and cannot access our program candidates financial aid information. All recommendations by the Art Education Licensure Specialist on a candidate's BFAAE Credit Check should be cross-checked with any scholarships/grants or loan requirements.
- **VISA STATUS:** Students with a student visa must enroll in at least 12 credit hours per semester. To be eligible to begin ARTED 4390 Practicum and ARTED 4900 Apprentice Teaching, students with a student visa must be enrolled for the previous fall and spring semesters (1 full year) to be approved for Curricular Practice Training (CPT). Always consult with the International Affairs office before adding, dropping or withdrawing from courses.
- **CREDITS:**
  - A total of 120 hours for degree completion (90 non / 30 Art Ed), do not fit into a 4 year / 8 semester plan.
  - It is recommended that students take 15 hours per semester, except during the final year when students are recommended to take only 12 hours per semester.
  - To graduate in 4 years, students should plan on taking the outstanding credits of coursework during winter and summer terms.
  - Taking summer and winter credits in first, second and third years is advised, if possible. Students who take fewer than 15 credits in the 1st and 2nd year, or plan to go part-time throughout the program will likely attend for 5 full years or longer to earn BFAAE degree and licensure.
  - **DO NOT DROP OR WITHDRAW ANY ART EDUCATION COURSE:** If you find you are struggling with any of the 7 ARTED courses, begin working with the faculty teaching the course to attempt to resolve the issues, or to get to a point where you can earn an Incomplete grade (INC). ARTED courses are only offered in a fall or spring semester and cannot be repeated for one full year, delaying program completion. The INC grade must be resolved prior to starting the next semester of ARTED coursework. **NOTE: Dropping or withdrawing from Non-Art Ed courses is permissible, however this could negatively affect your program completion. Consult with the Licensure Specialist before doing so.**
  - **FALL OF SENIOR YEAR:** During the fall semester of senior year in Art Education candidates are strongly advised to not take more than 12 credits hours. If necessary, candidates may take 15 credit hours after consultation with or by the recommendation of the Art Education Licensure Specialist.
  - **NO COURSES WINTER OF SENIOR YEAR:** Candidates will not be able to take courses in the winter term of senior year (between fall and spring semesters) because the

end of the winter term overlaps with the required early start of Apprentice Teaching, in which candidates will be in the classroom full-time from mid-January. Apprentice Teaching will begin approximately 7 weekdays prior to the start of the spring

- **NO COURSES WITH APPRENTICE TEACHING SENIOR YEAR:** Candidates cannot take any other courses with Apprentice Teaching in the spring semester of senior year.
- **ACADEMIC SPINE REQUIREMENT:** For this undergraduate 3 course sequence, BFAAE students do not need to take any Professional Practice or Capstone Course for their degree, as two ARTED courses, ARTED 3900 and ARTED 4900, meet this requirement. A Sophomore Seminar course (SOPHSEM 2900) is still required spring of sophomore year.
- **UPPER LEVEL STUDIO HOURS:** BFAAE students must meet 24 hours of studio and 12 must be upper level.
- **ART HISTORY/VCS REQUIREMENT:** All 12 credit hours of Art History/VCS coursework must be completed prior to Apprentice Teaching. 3 of the 12 hours must meet the Global Comparative requirement.
- **GLOBAL COMPARATIVE STUDIES:** The SAIC designation “Global Comparative Studies” identifies courses across departments that give students a meaningful framework by which to compare and interpret information, observations, and cultural production from a variety of countries around the world. Art Education values courses that include contemporary cultural production as well as courses focusing on traditional cultures. Because not all Art History or Visual Critical Studies courses that meet these goals are tagged in PeopleSoft, Art Education allows students to file a request to the Teacher Education Committee to approve other courses. Contact Licensure Specialist Valerie Vasquez for a list of pre-approved courses and an Art Education Request Form.
- **UPPER LEVEL STUDIO ELECTIVE REQUIREMENT:** The BFAAE program requires 30 studio elective credits; 12 of these credits must be upper level (3000 level or above). Watch your studio elective hours and ensure that if you are at or near 12 overall studio electives remaining and you have not taken any upper level you plan to do so. We understand that on the undergraduates' transcript advisement report (audit) in PeopleSoft, the credits that students take to meet specific medium requirements (Painting, Drawing, Printmedia, Ceramics or Sculpture) have sometimes also automatically been applied to the upper level studio electives requirement. The Art Education department will approve that any upper level studio course applied to our specific mediums can also apply to the upper level studio requirement as long as the total number of studio hours as well as the total number of upper level hours for the degree are met.

- **ADDITIONAL STUDIO ELECTIVE OPTIONS:** Courses taken in Writing, Art Therapy, Arts Administration, and some non-required Arts Education may be used to fulfill studio elective requirements.
- **The Academic Access Program (AAP)** is a first-year college program designed specifically for SAIC to prepare selected undergraduate students for success in required courses in art history and liberal arts. Courses in AAP do not count toward fulfilling BFAAE program requirements. *See the SAIC website for more information about AAP.*
- **TAKING CLASSES OUTSIDE OF SAIC:** Candidates should not take any classes at other institutions to transfer into SAIC without first consulting with Academic Advising, as well as notifying Art Education. No “teacher preparation” courses from other intuitions can be transferred into the program for any of the 7 required ARTED courses in the program sequence
- **ISBE APPRENTICE TEACHING POLICY:** In accordance with Illinois law, candidates are required to finish Apprentice Teaching during their final academic year.
  - **CREDITS AFTER APPRENTICE TEACHING:** If required, candidates may plan with the Licensure Specialist to take a maximum 15 credits of outstanding studio, liberal arts and art history electives (if remaining) after completing the Apprentice Teaching course. Students should plan their schedules accordingly. Candidates should prioritize taking studio coursework and art history before Apprentice Teaching. This may require taking courses in the summer term prior to senior year.
- **COMMENCEMENT:** SAIC policy states that Students may still participate in the commencement ceremony at the end of the spring Apprentice Teaching semester if the student has less than 6 credits of coursework remaining, to be taken in the following summer term. Appeals may be submitted to the Registrar’s Office. Anyone planning to defer completing credits to the fall semester after Apprentice Teaching will need to wait until the next spring commencement

# **BFAAE TEACHER PREPARATION CORE COURSE**

## **DESCRIPTIONS**

All seven of the Art Education teacher preparation courses are taken two at a time in a specific sequence.

Prerequisites are listed below the course description.

**ARTED 3015** (3 credits)

### **Practices of Art & Design Education in Schools and Communities 1: Children & Youth**

Relating contemporary and traditional artmaking approaches and culturally responsive pedagogy with curriculum, project, and instructional design methods, this course provides prospective teachers and teaching artists with knowledge and skills needed to structure learning experiences through which children and youth in elementary schools, middle schools and community settings enhance their creativity, develop technical skills, understand a range of artmaking practices, make personally meaningful works, and explore big ideas. Course participants will structure teaching plans that identify students' prior knowledge, scaffold learning, use multiple teaching and learning strategies to promote student engagement and differentiate instruction to meet the needs of all students. They will learn to articulate clear and verifiable core learning objectives, select relevant national and state standards and design assessments that capture essential student learning without standardizing students' artworks. Teacher reflection based on critique, student input and assessment data will be used in an iterative process of editing and redesigning curriculum. Connecting visual and verbal literacies, prospective teachers will make use of reading, writing and speaking activities that engage students in interpreting art and analyzing visual culture as well as using picture books as a source of inspiration for their personal storytelling and artmaking. Teachers will learn to select and/or develop reading level-appropriate art and culture readings to support learning.

Studying a range of art education practices will provide teacher candidates with theoretical perspectives from which to build their own unique pedagogical approaches. Influential scholars include Maria Montessori, Viktor Lowenfeld, Anne Thulson, Lisa Delpit, Vivian Paley, and Sonia Nieto as well as overviews of Reggio Emilia, the work of Teachers for Social Justice, and schools of thought including Teaching for Artistic Behavior, Studio Habits of Mind, Visual Thinking Strategies and Principles of Possibility. Course assignments will include readings and discussion responses and researching artists, artmaking approaches and pedagogical practices as well as writing project and lesson plans accompanied by teacher artwork examples, image presentations, readings, assessments and other instructional materials, as well as documenting plans and student artworks. Participants will teach small groups of students in elementary schools with English Language Learners.

*Prerequisites:* Open to MAT and MAAE students or permission of the instructor.

**ARTED 3021 (3 credits)**

**Becoming Human: Evolving Conceptions of Human Development**

In the work of becoming and being an educator, it is necessary and important to comprehend the evolving ways human development is understood, engaged, and implicated in the teaching of children, adolescents and adults. Humans are, to put it simply, different. And it is these differences that present opportunities and challenges in teaching and learning. This course offers an interdisciplinary investigation into evolving conceptions of human development, including, but not limited to, psychological, legal, historical, and sociological frameworks. Additionally, students will explore the histories of childhood as they impact and have impacted the material culture of schools and school design.

Investigating evolving conceptions of human development will provide teacher candidates with interdisciplinary perspectives to build their own understanding of students as subjects in formation. This includes gaining theoretical, historical, and pedagogical knowledge on a range of developmental issues in education. Readings include works by John Dewey, W.E.B. DuBois, Tom Shakespeare, Cris Mayo, Deborah Britzman, Stephen Vassallo, Alexandra Lange, Erik Erikson, Jean Piaget, and Maria Montessori as well as overviews of Disability, Race Conscious, and Queer Theories in education.

Course work includes an essay questioning & responding to human development, an analysis of childhood development as illustrated in children's literature, an interpretation of adolescence as represented through short films, along with a midterm and final project documenting the work of learning throughout the semester.

*Prerequisites:* Open to MAT and MAAE students or permission of the instructor.

**ARTED 3125 (3 credits)**

**Doing Democracy**

What egalitarian ideals have shaped our conception of public education? How has the promise of democratic schools been undermined by white privilege, racism, class-based discrimination, inequitable funding, colonialism, patriarchy, and disregard for the human impact on the natural world? This course builds a foundation for understanding the politics of schooling by exploring the struggle for democratic education in Chicago, contextualized by contemporary global decolonial practices in education. Students will consider how shifting conceptions of schooling are responses to the contemporary cultural moment—recognizing how curriculum supports the beliefs and needs of the status quo as well as how curriculum might critique and propose new ways of being as individuals and as societies. The course explores a broad range of histories, philosophies, and approaches to schooling, including Freedom Schools, Native American boarding schools, transformative justice in education, play and free child movements, teacher-led movements, environmental studies, and the fight to defend ethnic studies programs as well as attempts to re-segregate and privatize public schools.

Artists, designers and scholars to be studied include Tonika Lewis, Eve Ewing, Elizabeth Todd-Breland, Jose Resendiz, Borderless Studios, Interference Archive and Alexis Rockman. Readings

from the field of art education by Doug Blandy, Laurie Hicks, and Mark Graham will trace the emergence of eco-art and place-based art education curriculum. Field trips include visits to school sites, Chicago Board of Education meetings and exploration of CBOE archives.

Course assignments include short response papers and course readings. Students conduct and report on six hours of observations in schools, sites of school decision-making, and in places where people attempt to build democratic processes related to schools. Students will conduct independent research on topics related to contemporary issues and schooling. Each student will prepare and present a culminating project proposal for a school whose curriculum and structures address their political and social concerns and pedagogical vision.

*Prerequisites:* ARTED 3015, ARTED 3021

### **ARTED 3900 (3 credits)**

#### **Practices of Art & Design Education in Schools and Communities 2: Teens and Adults**

Relating contemporary and traditional artmaking approaches and culturally responsive pedagogy with curriculum, project, and instructional design methods, this course provides prospective teachers and teaching artists with knowledge and skills needed to structure learning experiences through which teens and adults in high schools and community settings enhance their creativity, develop technical skills, understand a range of artmaking practices, make personally meaningful works, and explore generative themes in their lives and the lives of their communities. Course participants will structure teaching plans that identify students' prior knowledge, scaffold learning, use multiple teaching and learning strategies to promote student engagement and differentiate instruction to meet the needs of all students. They will learn to articulate clear and verifiable core learning objectives, select relevant national and state standards and design assessments that capture essential student learning without standardizing students' artworks. Teacher reflection based on critique, student input and assessment data will be used in an iterative process of editing and redesigning curriculum. Connecting visual and verbal literacies, prospective teachers will make use of reading, writing and speaking activities that engage students in interpreting art and analyzing visual culture. Teachers will learn to select and/or develop reading level-appropriate art and culture readings to support learning with an emphasis on enhancing vocabulary and comprehension as well as pre- and post-reading strategies.

Studying a range of art education practices will provide teacher candidates with theoretical perspectives from which to expand their own unique pedagogical approaches. Course assignments will include readings and discussion responses and researching artists, artmaking approaches and pedagogical practices as well as writing project and lesson plans accompanied by teacher artwork examples, image presentations, readings, assessments and other instructional materials, as well as documenting plans and student artworks. Participants will teach small groups of students in high schools with English Language Learners.

*Prerequisites:* ARTED 3015, ARTED 3021



**ARTED 4100 (3 credits)****Cultural Approaches to Production**

The focus of this course is to support a sense of purpose and agency in prospective art teachers, teaching artists, and cultural workers by exploring how individual and collaborative cultural production reflects and influences conceptions of race, class, ethnicity, geography, sexuality, and physical/cognitive abilities in a diversity of communities and settings. Students will interrogate the cultural contexts—aesthetics, artmaking approaches, social, political, historical, theoretical, technological, and pedagogical—that frame the making, interpreting, analyzing, sharing, and teaching of art, design, and visual culture in school and community settings. Students will develop content for art and culture projects and curriculum sequences based upon contemporary topics, issues, and themes.

Students will explore the work of contemporary artists and cultural workers who integrate diverse artmaking approaches, cultural histories, theoretical orientations, and psychological perspectives into their arts-based practices. Artists and readings will be chosen based upon timely and emergent issues, concepts, and themes affecting a diversity of communities. Methods and strategies for integrating various literacies--verbal, visual, media, technological, computational--into cultural projects and curriculum will be explored.

Assignments include artmaking (as a form of curriculum research and development), designing and sharing a multi-project curriculum sequence, and presenting a curriculum in a public setting such as a website, exhibition, or presentation.

*Prerequisites:* ARTED 3015, ARTED 3021, ARTED 3125, ARTED 3900

**ARTED 4390 (3 credits)****Practicum: Elementary and Secondary Experiences**

This course provides teacher candidates with opportunities to observe, analyze, teach, and evaluate in elementary and secondary settings. Teacher candidates build constructive relationships with PK-12 students, faculty, staff, and community members at two practicum sites through guided observation engagement. They develop and teach curriculum projects and learn methods of non-punitive classroom management. This experience provides groundwork, connections, and continuity to apprentice teaching. Apprentice teachers will complete a 5-week elementary/middle school placement and a 5-week high school placement as well as attend a weekly apprentice teaching seminar at SAIC.

Students will study examples of curriculum and pedagogy that cover all Illinois state mandated standards as defined by the Illinois State Board of Education (ISBE): NASAD Visual Arts Standards; Illinois Professional Teaching Standards; Social and Emotional Learning Standards; Literacy Standards. In the process, students will learn to create original art curriculum that encompasses these standards, and how to implement these standards in their pedagogical practice.

The course includes observation/teaching days at elementary and secondary school placements, as well as weekly seminars at SAIC. During each of their two 5-week placements, students spend the school day at their respective assigned school placements before attending the evening

seminar at SAIC. Time in seminars is spent developing and critiquing curriculum projects, exemplars (teacher project samples), instructional materials and assessment strategies in preparation for teaching in practicum placement schools, and later in apprentice teaching.

*Prerequisites:* ARTED 3015, ARTED 3021, ARTED 3125, ARTED 3900

**ARTED 4900** (12 credits)

**Apprentice Teaching**

The Apprentice Teaching course continues learning experiences begun during practicum placements in the fall semester. This course provides licensure candidates with experience investigating significant, contemporary concepts and themes within a contemporary art and design context in elementary and secondary Chicago-area schools. Apprentice teachers will complete a 7-week elementary/middle school placement and a 7-week high school placement as well as attend a weekly apprentice teaching seminar at SAIC. Apprentice Teachers will be challenged to maintain high ideals of creative, critical, and relevant curriculum as they engage the complex realities of public school teaching.

Students will read a selection of texts that ground curricular theory within teaching practice. This will assist them in learning how to translate their curriculum development knowledge into pedagogy.

Apprentice teachers will plan, teach, assess their students' work, and evaluate the effectiveness of their lessons and teaching strategies. Apprentice Teachers will teach a culminating curriculum project, video-record their instruction of this project, and submit these videos along with written analysis to the nationally standardized, Illinois State Board of Education-mandated edTPA assessment.

*Prerequisites:* ARTED 3015, ARTED 3021, ARTED 3125, ARTED 3900, ARTED 4100, ARTED 4390

# **ACADEMIC POLICIES**

## **Credit, No Credit, and Incomplete**

At SAIC, undergraduate-level students' work must meet the standard of a C to receive credit. The Illinois State Board of Education requires that grades for an education degree leading to Illinois Teacher Licensure must be a C- or higher.

**No Credit:** Teacher candidates who fail to complete course requirements in a satisfactory fashion will receive a final grade of NCR (No Credit). Candidates who fail to successfully complete a required art education course will meet with a designated Teacher Education Review Committee who will review their case and determine whether the candidate should re-enroll in the course, take a leave of absence, or be dismissed from the program. Because many courses in the teacher education program must be taken in sequence, failure to earn credit for a course will result in delaying the candidate's plan for program completion.

**Incomplete:** A Grade of INC is granted by the instructor only if the teacher candidate can demonstrate that the request is justified by extenuating circumstances. To be eligible to receive an INC, teacher candidates must have punctually attended the majority of classes as well as regularly completed assignments in a satisfactory manner before the last date to officially Withdraw from the class. Thus, it is inappropriate for a faculty member to issue an INC to a student who had excessive absences or did not perform academically throughout the semester. Such students will have received Course Progress Reports indicating their danger of failing the course and have been referred to their Program Director and/or Academic Advising to discuss the options available to them.

Students must request an Incomplete in writing by the last day of class. At that time, it is the responsibility of the student to work out a plan for completing the course, including a timeline and agreed upon assignments. This plan will be put in writing by the faculty member and shared with the student and BFAAE Program Director. Once the required work and deadlines have been set, it is the student's responsibility to submit their work according to the agreed upon deadlines. Incompletes must be resolved within the first two weeks of the following regular semester or the grade automatically changes to NCR (no credit) in the SAIC system.

When the required work has been completed and accepted, the faculty member must notify the Registrar's Office at [saic.registrar@saic.edu](mailto:saic.registrar@saic.edu) to have the Incomplete grade changed to Credit.

## **Meeting Requirements for Placement in Practicum/Apprentice Teaching Sequence**

In the 2<sup>nd</sup> semester of the Art Education program course sequence, the Art Education Placement Coordinator will begin confirming Practicum/Apprentice Teaching elementary and secondary placements for students who are in good academic standing and have registered for the Visual

Arts Content Test. Teacher candidates who have submitted documentation to the Licensure Specialist of registering for the Visual Arts Content Test can register for Practicum. Until the licensure specialist receives digital documentation of registration for the Visual Arts Content Test, the Art Education Placement Coordinator will not research, identify, and confirm placements. *If due to the COVID-19 pandemic, issues arise that impact the ability of students to take the Visual Arts Content test due to testing site closures and/or stay-at-home orders. In the event of such issues, the department will work with individual students and with ISBE to make alternate plans.*

### **Teacher Education Committee and Teacher Education Review Committee**

*Teacher Education Committee members include the Chair of Art Education and the Director of Teacher Education—serving as Co-Chairs, the BFAAE Director, the MAT Director, the Placement Coordinator, the ISBE Coordinator, the Licensure Specialist (non-voting member), and other Art Education faculty appointed by the Chair of Art Education.*

*The Teacher Education Review Committee is a working committee of the Teacher Education Committee. Members are appointed by the Chair of Art Education. Teacher Education Review Committee members will include the Director of Teacher Education, the MAT and BFAAE Program Director and other needed Art Education faculty appointed by the Chair of Art Education.*

### **Leave of Absence from the Art Education Program**

A BFAAE Teacher candidate may petition the Teacher Education Committee to grant a one-year leave from the BFAAE Program if they are unable to continue in the program at that time. A BFAAE Teacher candidate may later request an additional one-year leave from the BFAAE program. BFAAE Teacher candidates must complete their degree within the timeframe specified by the SAIC Bulletin, including time on Leave of Absence.

*The Teacher Education Review Committee may require that a BFAAE teacher candidate take a leave of absence because of not meeting requirements described in the program Transition points. Reasons that a student be mandated to take a leave from the program include: not meeting ISBE requirements for passing the Visual Arts content test before Apprentice Teaching course sequence, no credit or incompletes for a core licensure course, or not meeting ISBE requirements for teacher behavior as defined by the SAIC Teacher Dispositions in this Program Guide.*

When BFAAE Teacher candidates are granted a leave of absence from the BFAAE program, their Program Director and a co-Chair of the Teacher Education Committee will meet with the BFAAE Teacher candidate to sign a *Leave from the Art Education Program Agreement Letter* which will stipulate needed remediation and conditions in order to return to the BFAAE program. Typical conditions for being re-admitted to the program include passing the Visual Arts content test, demonstrating progress in passing non-core art education courses, completing any Incompletes, entering into a behavior contract agreeing to display Teacher Dispositions as described in the Leave of Absence (LOA) contract, working in community settings to gain and demonstrate

experience in working with youth and communities. Failure to meet the terms of Leave from the Art Education Program Agreement Letter will result in dismissal from the BFAAE program.

Students who are granted a leave of absence from the BFAAE program can elect to stay enrolled at SAIC and take Studio, Art History and Liberal Arts courses. They will be unable to enroll in any coursework related to the BFAAE program. If a student is taking time away from SAIC, the student should also file a SAIC Leave of Absence through the Academic Advising Department.

### **Dismissal from the BFAAE Program**

Teacher candidates must comply with all Art Education program academic and administrative policies and guidelines regarding academic integrity, retention, and dismissal as outlined in the BFAAE Program Guide, the Teacher Candidate (Student) Agreement, the SAIC student handbook, and in the applicable SAIC Bulletin.

Teacher candidates must consistently exhibit SAIC Teacher Dispositions (as described in this Program Guide) through their behavior in academic and artistic work in school placement settings. Teacher candidates who do not exhibit SAIC Teacher Candidate Dispositions as outlined in their coursework evaluations will meet with the BFAAE Program Director and a designated member of the SAIC Teacher Education Review Committee. They will review the concerns and recommend a remediation plan or dismissal from the BFAAE program.

At the beginning of their SAIC BFAAE Program, teacher candidates are given an overview of the Teacher Candidate (Student) Agreement by the Licensure Specialist and the BFAAE Program Director. This agreement must be initialed and signed to begin each stage of the program. Failure to meet the terms of this agreement may lead to dismissal from the BFAAE Program.

*Teacher candidates who do not receive CR in a required course will be placed on academic probation by the Teacher Education Review Committee. If a Teacher candidate receives “No Credit” (NCR) for any required BFAAE course, to complete the degree the course must be retaken with permission of the SAIC Teacher Education Review Committee. If a Teacher candidate receives two NCR’s in any required Art Education coursework, that Teacher candidate will be dismissed from the BFAAE program.*

In the case of not receiving credit for Apprentice Teaching, the Teacher Education Review Committee reviews the case and determines whether the Teacher candidate is eligible to be assigned a new school placement and may then re-enroll in an Apprentice Teaching course.

# **PRE-CLINICAL AND CLINICAL EXPERIENCES**

## **Pre-Clinical hours related to initial Art Education coursework**

Students complete 93 hours of pre-clinical experiences (sometimes called observation hours) in conjunction with several Core Art Education courses—Practices of Art & Design 1 (9 hours), Practices of Art & Design 2 (9 hours); Doing Democracy (9 hours); Becoming Human (6 hours), culminating in Practicum: Elementary and Secondary Experiences (60 hours). Observation Forms must be submitted to receive course credit. These forms must be submitted to the course instructor who will forward them to the Licensure Specialist for Department records.

## **Placement for SAIC Practicum/Apprentice Teaching Sequence**

The Department of Art Education places teacher candidates in both the pre-clinical experience called “Practicum” and clinical experience called “Apprentice Teaching” with accomplished art educators who are jointly selected by the SAIC Art Education Department and partnering schools.

Selection of sites and mentors is made by the Art Education Placement Coordinator in conjunction with the Teacher Education Committee. Placements are dependent upon site availability, the candidate’s artistic interests, pedagogical styles, and logistical concerns. Placement is restricted to Chicago and contiguous suburbs. Candidates are responsible for transportation to and from their sites. Final decisions on teaching sites are at the discretion of the Department of Art Education and the host school.

Typically, the candidate’s elementary Practicum placement will be the same site as the candidate’s elementary Apprentice Teaching placement. The candidate’s secondary Practicum placement will be the same site as the candidate’s secondary Apprentice Teaching placement.

International students are required to meet with SAIC International Student Services to complete Curricular Practical Training (CPT) authorization paperwork before registering for (off-campus) Practicum and Apprentice Teaching. Check with SAIC International Student Services to learn about relevant deadlines and policies.

## **PRE-CLINICAL AND CLINICAL ASSESSMENT**

During the pre-clinical and clinical experiences, candidates are assessed using multiple indicators to determine levels of accomplishment and performance in being engaged, culturally responsive, motivating, communicative, prepared, reflective, fair, professional, responsible as well as ability to adapt pedagogies for diverse learners, create democratic classrooms, and integrate contemporary art and contemporary issues in curriculum.

Grades for Practicum and for Apprentice teaching are given by the SAIC Faculty Supervisor based on observations and evaluations of the SAIC supervisor and mentor teacher as well as teaching portfolios, project examples, journal entries, curriculum project plans and participation in and work for completed for the accompanying seminar meetings.

### **PRACTICUM (PRE-CLINICAL) OVERVIEW**

In *Practicum: Elementary and Secondary Experiences (ARTED 4390)* Teacher candidates observe, assist, instruct, and assess PK-12 students. Typically, Teacher candidates spend one day a week for ten weeks—5 weeks in an elementary school and 5 weeks in a secondary school (60 pre-clinical hours). On the same day of the week the Teacher candidate visits their elementary or secondary school placement, candidates attend a weekly seminar class in the evening hours. Candidates will not be able to register for or take any other courses on their assigned day for Practicum at placement site and evening seminar class. The SAIC Faculty Supervisor visits and assesses the candidates once during each elementary and secondary pre-clinical Practicum placement.

### **APPRENTICE TEACHING (CLINICAL) OVERVIEW**

In *Apprentice Teaching (ARTED 4900)* candidates are fully immersed in school learning environments; candidates spend 5 days per week (approximately 35 hours a week) for fourteen weeks total—seven weeks in elementary school and seven weeks in a secondary school (490 hours). Candidates attend a scheduled weekly seminar class in the evening . Between the two seven-week school placements, candidates participate in a mandatory week-long workshop (aka “edTPA bootcamp”) to support the writing and compiling of their edTPA teaching assessment portfolios.

The edTPA (Teacher Performance Assessment) requires teacher candidates to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning; and adjust their instruction to become more effective. Teacher candidates submit selected unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by trained evaluators. The Illinois State Board of Education currently mandates that Teacher candidates must receive a passing score on the edTPA assessment to be granted licensure to teach in the state of Illinois. (See pandemic exceptions in appendix or contact the Licensure Specialist).

Teacher candidates’ daily schedules when Apprentice Teaching in schools in matches each school’s daily start and end time. Meeting the SAIC disposition of Professionalism requires that candidates arrive at the school early enough to be prepared to teach when students arrive. Candidates are also expected to spend time outside of regular school time to plan and prepare for teaching their curriculum projects and to support the pedagogical needs of their host department. SAIC supervising faculty assess the teacher candidate twice during each elementary and each secondary placement. Teacher candidate’s teaching is also evaluated by their mentor teachers.

## **SCHOOL DISTRICT REGISTRATION**

Teacher candidates must register with the Chicago Public School district before both pre-clinical and clinical experiences (unless waived by Chicago Public Schools). The registration process includes an application, and a fingerprint-based background check. For Apprentice Teaching a Tuberculosis Clearance (TB) test will be required. This background check is part of the Chicago Public Schools Student Teacher registration process and is required of all teacher candidates. The results of this background check will be sent directly to Chicago Public Schools. Candidates who are student teaching in suburban districts will have to complete separate registration processes for each district. Candidates are responsible for all fees associated with TB tests, physicals, background checks, etc.

*Teacher candidates who will complete Practicum and Apprentice Teaching placements in private schools or suburban public schools will need to follow background checks and other requirements for those schools or districts. Contact the Placement Coordinator for more information.*

## **OTHER PRE-CLINICAL AND CLINICAL PRACTICES INFORMATION**

Assignment to *Apprentice Teaching (ARTED 4900)* is dependent upon successful completion of the following program and ISBE requirements:

- Apprentice teaching is completed during the final semester of study at SAIC.
- Candidates must complete all core teacher education preparation coursework before enrolling in *Apprentice Teaching (ARTED 4900)*.
- Candidates are required to be *registered* by March 31 of the 2<sup>nd</sup> semester of the Art Education program course sequence to take the ILTS Visual Arts Content Area Test between March 31 and August 15 of that year before they are allowed to register for and proceed onto Practicum. Candidates must pass the ILTS Visual Arts Content Area Test by Nov 15 of their 3<sup>rd</sup> semester of the Art Education program to proceed into Apprentice Teaching. (This is a state regulation that cannot be waived).



# **CRIMINAL BACKGROUND CHECK REQUIREMENT**

All teacher candidates must complete a fingerprint-based background check at the beginning of the teacher preparation program. Chicago Public Schools will receive the results of this background check. No teacher candidates will be allowed to enter schools or observe in classrooms where minors are present until the Chicago Public School district has approved the background check.

Teacher candidates may need to complete another fingerprint-based background check during the Practicum semester before beginning Apprentice Teaching. Candidates will be notified by the SAIC Licensure Specialist when to begin this process. Students who are in linked placement schools between Practicum/Apprentice Teaching may not need to complete another fingerprint-based check. Contact Licensure Specialist for whether you will need a second background check.

The fingerprint-based background check will cost approximately 60 dollars each; the candidate is responsible for these fees. If the results of the teacher candidate's background check do not meet Chicago Public School district's standards, the candidate cannot continue in the BFAAE teacher preparation program.

*Teacher candidates may need to complete another fingerprint-based background check during the Program. Candidates will be notified by the SAIC Licensure Specialist when to begin this process. Contact Licensure Specialist for whether you will need a second background check.*

Teacher candidates who will be teaching in private schools or in suburban public schools must meet the background check requirements of each district. Check with the Art Education Placement Coordinator and Licensure Specialist for details on communicating with the school district on initiating this process.

When applying for the State of Illinois PK–12 Visual Arts Professional Educator License, the Illinois State Board of Education will require all applicants to declare the following: any convicted felony; any sex, narcotics, or drug offense; charges of child abuse; and charges of tax evasion. Applicants must disclose whether they have had a teaching license denied, suspended, or revoked in any state or district. Student loans in default, without an established repayment plan, must also be reported. Candidates who will need to declare any of these offenses or issues should check with the BFAAE Program Director and Licensure Specialist about the impact that such a declaration may have on Licensure. The Licensure Specialist will also recommend that candidates seek personal legal counsel before making declarations to ISBE.

# **TEACHER LICENSURE TESTING REQUIREMENTS**

There are two tests that the Illinois State Board of Education requires teacher preparation candidates to complete and pass before, during, and upon completion of a program. It is important to understand that these tests are mandated by the State of Illinois. The SAIC Department of Art Education is obligated to ensure all candidates have met these legal requirements before recommending the candidate for licensure.

Candidates must pass the following tests in this order:

<b>Test</b>	<b>Date for Passing Score</b>	<b>Validity Period</b>
Test 1: ILTS Visual Arts Content Area Test (214)	To be completed and passed before Nov 15 during the Practicum semester. By state law, must be passed before proceeding into Apprentice Teaching.	Valid indefinitely
Test 2: edTPA Clinical Practice Assessment	To be completed and passed during the Apprentice Teaching semester. By state law, must be passed before conferring Illinois licensure.	Definitive information on the period of validity of an edTPA score is unknown at this time. Check with SAIC Licensure Specialist.

## **Retaking ILTS Visual Arts Content Test**

Candidates must wait 15 days to retake ILTS Visual Arts Content test.

## **ISBE Testing Requirements Are Subject to Change**

The State of Illinois testing and assessment requirements periodically change. As a result, candidates for Illinois licensure may be required to complete a different set of tests and/or assessments than those noted above. Please check with the SAIC Licensure Specialist for up-to-date information. (Also, see Pandemic information in the Appendix).

## **edTPA ASSESSMENT**

A passing score on the edTPA (Teacher Performance Assessment) is required to be eligible for the State of Illinois Professional Educator License, but not the conferral of the BFAAE degree.

Teacher candidates must take the edTPA assessment while enrolled in Apprentice Teaching as a requirement of the course. If a candidate does not receive a passing score on edTPA from the first submission, the candidate must resubmit a revised portfolio (or sections of the portfolio) to

Pearson in order to receive Credit for Apprentice Teaching. After the candidate has submitted to edTPA two times (even if a passing score is not achieved), the candidate is eligible to receive CR (credit) for Apprentice Teaching and is thus eligible to graduate from SAIC if all other requirements are fulfilled.

If a candidate does not submit the edTPA a second time during the Apprentice Teaching semester, the grade will be NC (no credit) UNLESS the candidate requests an INC (incomplete) in writing to the SAIC Faculty Supervisor. The candidate can continue to work on the edTPA portfolio after the end of SAIC Spring Semester, but the Art Education Department cannot guarantee that the SAIC Supervising Faculty will be available to provide support during this time. If the candidate does not resubmit to edTPA before the beginning of the fall semester, according to SAIC policy, the INC will become an NCR and the candidate will have to retake Apprentice Teaching with permission of the Teacher Education Committee.

## **edTPA Statement on Originality and Plagiarism**

As indicated in the Visual Arts edTPA handbook, you and your teacher preparation instructors can and should discuss how the various aspects of edTPA connect with each other and to your preparation coursework and field experiences. However, the specific choices that go into the planning, instruction, and assessment tasks that are part of edTPA should solely reflect your thinking, based upon your knowledge of pedagogy and your students' needs. Originality requirements apply to settings where co-teaching and collaborative planning may take place. Even if you are co-teaching, collaboratively planning with another candidate or your grade-level team, or in a context with a uniform, prescriptive curriculum, you must be the lead teacher for the lessons documented in the learning segment and submit original commentaries. You may choose to incorporate help from other classroom personnel during your learning segment (e.g., teacher's aides or parent helpers) but, again, you must be the lead teacher and these strategic decisions should be addressed in your commentaries. In your Context for Learning section, you will explain your placement setting and any features that influence your planning process. Your commentaries for each Task must provide your own justification for planning decisions and analyses of your teaching and student learning. Outside editing support of your official edTPA submission that includes direct revisions to the content of your writing is not permitted. Consult with your Faculty Supervisor and Director of Teacher Education for guidelines for acceptable support while developing your edTPA materials.

Originality detection software is employed to compare all edTPA submissions nationwide against all other edTPA submissions received, including outside written sources and other sources of material. The software reports any substantial degree of matching between submitted edTPA portfolios. In cases where there is substantial matching, a specially trained portfolio reviewer may then elect to seek enforcement action against the candidate(s) involved and/or refer the candidate(s) to the Illinois State Board of Education for enforcement action. A candidate's edTPA

score may be voided and the registration fee may not be refunded to the candidate. Further, the candidate's application for licensure may be denied if it is determined that these actions constitute a reasonable question of moral character. As it may raise a reasonable question of moral character, the Illinois State Board of Education may elect to seek revocation of licensure held by the candidate, without regard to whether the failure to abide by edTPA's Rules of Assessment Participation and/or SAIC's plagiarism policies was detected before or after the licensure were issued.

## **RECOMMENDATION FOR LICENSURE**

Individuals who successfully complete the BFAAE program may apply for the State of Illinois PK–12 Visual Arts Professional Educator License. Teacher candidates will not be eligible to apply for licensure if they fail to successfully complete any requirement for the BFAAE program as specified in this Program Guide, the Teacher Candidate (Student) Agreement, and the SAIC Bulletin. This includes all coursework, ILTS Visual Arts Content test, the edTPA assessment, and pre-clinical and clinical hours.

The Licensure Specialist will provide instruction on how to use the Educator Licensure Information System (ELIS) with the candidates at the time of acceptance to the Teacher Preparation program, and at the end of the clinical experience.

It is strongly recommended that teacher candidates successfully completing the BFAAE program apply for licensure immediately following completion of the degree, regardless of immediate teaching plans. Failure to do so may render the SAIC Department of Art Education unable to recommend the teacher candidate for licensure in the future, as the requirements for licensure tend to change over time. Graduates who delay completing the licensure process must meet current ISBE requirements in order to be eligible for teacher licensure in the future.

SAIC's teacher preparation coursework often meets the teacher licensure requirements for other states and countries. However, SAIC cannot guarantee that an Illinois Professional Educator License will be honored outside of Illinois. If teacher candidates are interested in teaching in other states, they are responsible for reviewing licensure requirements for states other than Illinois before program completion and contacting the Licensure Specialist for assistance.

# **SAIC TEACHER CANDIDATE DISPOSITIONS**

Being a teacher requires more than knowledge of content and delivery of content, and so the Illinois State Board of Education asks every teacher education program to attest to the conduct and attitudes of their candidates. The SAIC Department of Art Education has identified eight dispositions that are aligned with our values and with the values of the School of the Art Institute of Chicago. Our teacher candidates must consistently demonstrate these dispositions. Teacher candidates wishing to be recommended for professional licensure must demonstrate mastery of the SAIC Teacher Candidate Dispositions in all settings: SAIC classes and within the SAIC community, online, at school placements, and while interacting with faculty, peers, mentor teachers, school administrators and PK-12 students. Teacher candidates who fail to demonstrate these Dispositions will be asked to: meet with their Program Director and a designated SAIC Teacher Education Review Committee to discuss their case and determine outcome including creating a binding remediation plan or recommendation for dismissal from the BFAAE program.

## **Communicative candidates:**

- facilitate learning for all students by creating accessible instructions, expectations and content.
- present projects to students using a range of modes (demonstrations, video audio, verbal, written, etc.) to support a wide range of learning styles and abilities.
- present expectations, learning objectives, instructions; demonstrate methods and techniques; model art and design discourse
- check for understanding and continuously revise methods to enhance student learning.
- speak with intentionality and sensitivity toward others

## **Prepared candidates:**

- manage time and organize materials so that students can meet lesson objectives and goals.
- exhibit understanding that adaptations and revisions are intrinsic to effective teaching
- demonstrate a thorough understanding of the professional and pedagogical knowledge and skills relevant to student needs
- research and address their students' school, family, community assets and experiences so that concepts, processes and activities are meaningful to their students

## **Critically engaged candidates:**

- immerse students in the study, interpretation, critique, and production of culture in a symbiotic relationship informed by contemporary art, design and culture.
- invite students to construct their own meaning through encounters with contemporary art and design.
- design culturally responsive curricula built around contemporary art and design.
- acknowledge the wide spectrum and fluidity of student identities.

- communicate high expectations and care for all students by creating an environment that encourages self-expression, creative risk-taking and experimentation.
- use school, family, and community contexts to connect concepts and production to students' prior experience and apply the learning to real-world problems.

**Motivating candidates:**

- teach with enthusiasm and exhibit intellectual vitality and sensitivity in their teaching.
- develop a broad range of approaches to making and interpreting artwork with students
- revise and update their teaching methods in order to motivate and engage students.
- learn who their students are artistically, intellectually and culturally in order to design lessons that are relevant, responsive and motivating.
- continuously monitor the learning environment and respond to the need for adaptations and modifications to make projects accessible for all students.

**Professional candidates:**

- exhibit an exemplary attitude towards, and commitment to teaching.
- demonstrate integrity in communications - whether in-person or online - with peers, colleagues, faculty, students, school personnel, parents, and mentor teachers.
- model professional behavior that reflects honesty, personal responsibility, confidentiality, altruism and respect.
- actively build positive and professional working relationships with faculty, staff, students and parents.
- participate in Art Education teaching and learning communities both at SAIC and in the field at large.

**Reflective candidates:**

- develop multiple forms of assessments (formative, summative, peer, self, studio critique, rubrics, student-generated etc.) that consider the cultures, knowledges and abilities of their students.
- systematically review all aspects of their teaching and learning; putting issues in context, articulating multiple meanings, and considering the implications for practice.
- evaluate the effectiveness of their instructions and communications with the goal of improving by supporting more students to meet the lesson objectives and their own goals as artists.
- invite student, peer and mentor critiques of project plans and teaching methods, and implement their feedback to improve project plans.

**Fair candidates:**

- recognize and accommodate the multiple ways in which students learn.
- treat all students fairly, promoting social justice and a democratized learning environment.

- build classroom community through cooperative learning and inviting feedback from students.
- communicate behavioral expectations with the awareness that teachers and schools can create and reinforce inequities.

**Responsible candidates:**

- demonstrate respect and care for others by arriving promptly and being prepared for classes, meetings, scheduled observations and apprentice teaching.
- recognize the trust placed in them as the teachers of elementary and secondary students and fulfill that trust by demonstrating commitment and concern for students and their communities.
- demonstrate accountability, reliability and sound judgment.



# Transition Points

## SAIC Art Education Unit ASSESSMENT SYSTEM

The assessment system of the SAIC Teacher Preparation Program has six transition points that teacher candidates must successfully reach before moving into the next stages of the program to fulfill degree requirements and be eligible for the State of Illinois PK–12 Visual Arts Professional Educator License. The SAIC Teacher Preparation Program collects data and uses expectations and outcomes to: identify qualified candidates at the entry level; evaluate continuing student performance at multiple decision points throughout the program; and determine levels of accomplishment and appraise program completion requirements.

The six transition points are:

1. Admission into either the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE) program.
2. Beginning Art Education Program coursework.
3. To begin pre-clinical experiences (*ARTED 4390 Practicum: Elementary and Secondary Experiences*).
4. To begin clinical experiences (*ARTED 4900 Apprentice Teaching*).
5. Graduating/Degree completion from the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE) program, prior to recommendation for licensure.
6. Recommendation for Licensure upon completion of all degree requirements and passing edTPA.
7. *See detailed information on each Transition Point below. All requirements below apply to the BFAEE program.*

### 1 Transition Point ONE

#### ADMISSION to PROGRAM—BFAAE

- BFAAE applicants are required to be at least at sophomore standing or equivalent.
- BFAAE applicants are expected to have completed 12-15 Non-Art Education credit hours each semester of their first year and in fall of sophomore year. Applicants must be enrolled in 12-15 Non-Art Education credit hours in spring semester of sophomore year. Applicants who will have fewer than 48 credit hours may need to wait until spring of junior year to apply. Consult with the Licensure Specialist for credit completion plan guidance.
- A transcript analysis is conducted during the application process. All applicants must meet SAIC institutional requirements for admission to undergraduate programs.

Applicants seeking approval for transfer credit must request this at the time of application and admission. (See Program Guide for more information.)

- Applicants in the BFAAE teacher preparation programs are assessed using multiple indicators including prior academic performance, visual portfolio, writing samples, letter(s) of reference, and a formal interview with a representative of the BFAAE teacher preparation program. Candidates are reviewed for 1) academic ability; 2) knowledge and skills in artmaking in traditional and digital media; 3) knowledge of visual culture, art history and related disciplines; 4) motivation, commitment, and ability to learn. Program directors rate candidates using a holistic rubric.

## 2 Transition Point TWO

### TO BEGIN ART EDUCATION PROGRAM COURSEWORK WITH SCHOOL OBSERVATIONS

- Complete a fingerprint-based background check for the Chicago Public Schools and/or for applicable other schools and districts to initiate the approval process for practicum in schools.
- Complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training at the beginning of the teacher preparation program.
- By the end of the first year of BFAAE coursework, candidates should exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior and in academic and artistic work, prior to entering into ARTED 4390 Practicum: Elementary and Secondary Experiences.

*Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will meet with the SAIC Teacher Education Committee. The committee will review the concerns and develop a remediation plan with the student.*

## 3 Transition Point THREE

### TO BEGIN PRACTICUM: Elementary and Secondary Experiences (ARTED 4390)

- Candidates must register in the 2<sup>nd</sup> semester of the Art Education program course sequence for the Visual Arts Content Test in order to register for the fall Practicum.

*The Art Education Placement Coordinator will begin confirming Practicum elementary and secondary placements for students who are in good academic standing and have registered for the Visual Arts content test. As each student*

*documents registering for the Visual Arts Content Test, they may register for Practicum.*

- Candidates must be registered to take the ILTS Visual Arts Content Area Test (#214) by March 31 of their first year in the program to register for the Practicum course.
- Candidates must receive approval of their background check for the Chicago Public Schools and/or for applicable other schools/districts to be allowed to begin Practicum in school settings.
- Candidates must complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training at the beginning of the teacher preparation program to be allowed to begin Practicum.
- Candidates must complete all prerequisite SAIC Core Art Education Teacher Preparation coursework for their degree program.  
BFAAE Courses: ARTED 3015, ARTED 3021, ARTED 3125, ARTED 3900  
*Candidates who fail to successfully complete Practicum prerequisites will meet with the SAIC Teacher Education Committee who will review the concerns and determine whether the candidate should re-enroll in a course, take leave from the program, or be dismissed from the program.*
- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior and in academic and artistic work, prior to entering into ARTED 4390 Practicum: Elementary and Secondary Experiences.  
*Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will meet with the SAIC Teacher Education Review Committee. The committee will review the concerns and develop a remediation plan with the student.*

Transition Points continue on next page.

#### 4 Transition Point **FOUR**

##### TO BEGIN APPRENTICE TEACHING (ARTED 4900/6900)

- Candidates must complete all required SAIC Core Art Teacher Preparation coursework for their degree program before beginning apprentice teaching:

BFAAE list: ARTED 3015, ARTED 3021, ARTED 3125, ARTED 3900, ARTED 4100, ARTED 4390

*Candidates who fail to successfully complete Apprentice Teaching prerequisites will meet with the SAIC Teacher Education Review Committee who will review the concerns and determine whether the candidate should re-enroll in a course, take a leave from the program, or be dismissed from the program.*

- Candidates must have a passing score on the ILTS Visual Arts Content Area Test (#214) by Nov 15 of their Practicum semester in order to register for Apprentice Teaching and apprentice teach at assigned sites.

*Candidates for whom SAIC has not received a passing score on the ILTS Visual Arts Content Test (#214) will not be able to register for Apprentice Teaching. The SAIC Teacher Education Review Committee will meet with the candidate to review concerns, develop a remediation plan for the candidate, and determine whether candidate should take a leave from the program and develop a new graduation plan or be dismissed from the program.*

- Candidates must complete the Chicago Public Schools (CPS) student teacher application and registration process and receive the CPS “Report to Service” email approval. The registration process requires a TB test and may include a second background check. Candidates will be required to complete background checks for other school districts in which they will be apprentice teaching.

- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work, prior to entering into ARTED 4900 Apprentice Teaching.

*Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will meet with the SAIC Teacher Education Review Committee. The committee will review the concerns and develop a remediation plan for the candidate.*

- Candidates must have met the SAIC Teacher Education Program guidelines for Practicum attendance. Attendance in Practicum is verified by candidate’s Mentor Teacher and submitted to SAIC Faculty Supervisor.

- Candidates must demonstrate successful acquisition of the range of knowledge, skills, and

pedagogical practices taught during Practicum (*ARTED 4390 Practicum: Elementary and Secondary Experiences*). Candidates are assessed by and receive critical feedback from SAIC Faculty Supervisors, Mentor Teachers and peers on lesson plans, teaching portfolios, research presentations, artwork, classroom teaching, and candidate reflections and self-evaluations.

During Practicum, candidates are observed while teaching. Candidates are formally assessed two times by their Mentor Teacher and two times by their SAIC Faculty Supervisor, using the SAIC Practicum/Apprentice Teaching Assessment form. Each Mentor Teacher and Faculty Supervisor rate the teacher candidate on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in the eight assessment areas (*Prepared, Critically Engaged, Motivating, Communicative, Professional, Reflective, Fair, and Responsible*) that correspond to the dispositions described in the Unit's conceptual framework. In the Summative Assessment, BFAAE candidates must receive a 3 or higher.

*SAIC Teacher Education Review Committee reviews candidates during and at the conclusion of Practicum and meets with candidates who fail to successfully complete any part of Practicum. The Committee reviews concerns to determine if the candidate will continue in the program with a remediation plan, will take a leave from the program with a remediation plan for re-entry, or be dismissed from the program.*

## 5 Transition Point **FIVE**

### GRADUATING—DEGREE COMPLETION—BFAAE Program

- Candidates must complete required SAIC Teacher Preparation Core coursework and other required courses as outlined in their respective program curriculum.  
BFAAE list: ARTED 3015, ARTED 3021, ARTED 3125, ARTED 3900, ARTED 4100, ARTED 4390, ARTED 4900.
- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work.
- Candidates must take the edTPA Visual Arts assessment during Apprentice Teaching. Candidates who do not pass edTPA Visual Arts the first time must resubmit needed components of the edTPA Visual Arts one additional time to be eligible for receiving credit for Apprentice Teaching and graduation. Candidates will be eligible to graduate even if they have not successfully passed the edTPA in two attempts.
- Candidates must meet the SAIC Teacher Education Program guidelines for Apprentice Teaching attendance. Apprentice Teaching is verified by candidate's Mentor Teacher and submitted to SAIC Faculty Supervisor.
- Candidates must demonstrate successful acquisition of the range of knowledge, skills, and pedagogical practices taught during Apprentice Teaching (ARTED 4900 Apprentice Teaching). Candidates are assessed and receive critical feedback from SAIC Faculty Supervisors, Mentor Teachers and peers on lesson plans, teaching portfolios, research presentations, artwork, classroom teaching, and candidate reflections and self-evaluations.

During Apprentice Teaching, candidates are observed while teaching. Candidates are formally assessed twice by their Mentor Teacher and twice by the SAIC Faculty Supervisor, using the SAIC Practicum/Apprentice Teaching Assessment form. Each Mentor Teacher and Faculty Supervisor rate the teacher candidate on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in the eight assessment areas (*Prepared, Critically Engaged, Motivating, Communicative, Professional, Reflective, Fair, and Responsible*) that correspond to the dispositions described in the Unit's conceptual framework. In the Summative Assessment, BFAAE candidates must receive a 3 or higher.

*SAIC Teacher Education Review Committee reviews candidates at the conclusion of Apprentice Teaching and meets with candidates who fail to successfully*

*complete any part of the Apprentice Teaching to determine if the candidate will continue in the program with a remediation plan, will take a leave from the program with a remediation plan for re-entry, or be dismissed from the program.*

*Candidates who complete all other degree requirements (see above) and have not passed the edTPA after two attempts will be awarded their program degree, but are not eligible for licensure until passing edTPA.*

## **6 Transition Point SIX**

### **RECOMMENDATION FOR ILLINOIS EDUCATOR LICENSURE**

*Candidates who are awarded the BFAAE degree from the Department of Art Education, pass the edTPA, and meet all requirements and regulations of ISBE recommended by SAIC's Licensure Specialist to the ISBE (Illinois State Board of Education) for a State of Illinois Professional Educator License (PEL) endorsed to teach the Visual Arts in Pre-kindergarten through 12th grade.*

- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work.
- Candidates are awarded the BFAAE degree from the Department of Art Education.
- Passing score on the edTPA Visual Arts assessment. Candidates who graduate without passing the edTPA can apply for licensure at a later date, but additional ISBE requirements may need to be met at that time.

*Candidates recommended for the Professional Educator License are notified by an email from the SAIC 's Licensure Specialist with instructions for how to apply online to ISBE for their teacher license.*

*The recommendation for licensure and email of instructions for applying for the PEL are generated for those who qualify within four weeks following either the official date of the BFAAE degree, or the date SAIC is officially notified the edTPA is passed, whichever is later.*

*The PEL and license number are issued immediately at the end of the online application process after all requisite state license fees and county registration fees are paid with a credit card the candidate is authorized to use.*

*Candidates must complete their application and have their license issued within*

*one year of the date the recommendation for licensure is submitted to ISBE by SAIC's Licensure Specialist.*

*Candidates must register their license within six months of the date of application or the license validity will lapse. Reinstatement requirements and fees may apply.*

*Questions about the licensure process should be directed to SAIC's Licensure Specialist.*

Teacher candidates are responsible for knowing the policies, rules, and regulations stated in the *SAIC Bulletin*. It is also the teacher candidate's responsibility to be aware of changes in the program, required coursework, testing, deadlines, and academic criteria.

It is the policy of the School not to discriminate on the basis of age, ability, color, creed, national origin, religion, race, sex, gender identity, or sexuality in the teacher candidate recruitment and admissions, in financial aid programs, in teacher candidate and employee services, in educational programs and activities, or in employment practices.

*The information in this Program Guide is accurate to the best of our knowledge. We reserve the right to correct or change copy without notice. Please refer to the SAIC Bulletin and the Student Handbook for official information about other SAIC regulations and requirements.*



## **FOR MORE INFORMATION**

To make an appointment for advising on the BFAAE Program, and licensure requirements, please contact:

**Valerie Vasquez**

Licensure Specialist

School of the Art Institute of Chicago, Departments of Art Education and Art Therapy

37 S. Wabash Avenue, #713i

Chicago, IL 60603

[vasquez@saic.edu](mailto:vasquez@saic.edu)

312-899-7482

To make an appointment to discuss the BFAAE Program, please contact:

**Nan Stein**

Interim Director of BFAAE Program and Teacher Education

School of the Art Institute of Chicago, Department of Art Education

37 S. Wabash Avenue, #713b

[nstein4@saic.edu](mailto:nstein4@saic.edu)

For information about school placements or mentor teaching, please contact:

**Andrea Hill Fitzgerald**

Placement Coordinator

School of the Art Institute of Chicago, Department of Art Education

37 S. Wabash Avenue, #713f

[ahillf@saic.edu](mailto:ahillf@saic.edu)

**Paul Mack**

ISBE Coordinator

School of the Art Institute of Chicago, Department of Art Education

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**Sarah Ross**

Interim Chair of Art Education

Associate Professor

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**Kathleen McGrath**

Administrative Director

School of the Art Institute of Chicago, Departments of Art Education and Art Therapy

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312-899-7481

**Kristi Moynihan**

Administrative Assistant,

School of the Art Institute of Chicago, Department of Art Education and Art Therapy

37 S. Wabash Avenue, #713L

312-899-7411

## **Bachelor of Fine Arts with Emphasis in Art Education (BFAAE)**

### **TEACHER CANDIDATE AGREEMENT**

(Revised August 2023, for students beginning Art Education coursework Fall 2023 - 2 Year Program)

*Candidate  
Initials*

\_\_\_\_\_, has enrolled in the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE) program at the School of the Art Institute of Chicago (SAIC) and has received the BFAAE Program Guide.

### **PROGRAM INFORMATION AND POLICIES**

**Illinois State Board of Education (ISBE) – State Approved Program:** Teacher candidates understand that the BFAAE program meets the current requirements for the Illinois PK-12 Initial Visual Arts Teaching License. Although SAIC’s BFAAE teacher preparation coursework often meets the licensure requirements for other states and countries, SAIC cannot guarantee absolute reciprocity between the Illinois license and out-of-state districts. If Teacher candidates are interested in teaching in other states outside of Illinois, they are responsible for reviewing licensure requirements in other states before program completion and may contact the SAIC Licensure Specialist for assistance.

**Program Completion Timeline:** Candidates have a maximum of four years from the time they enter the BFAAE program to complete the program (including time off for leaves-of-absence). Teacher candidates must meet the State of Illinois licensure requirements in place in the year in which they are graduating and seeking licensure.

**Successful Completion of SAIC Coursework:** In addition to following all SAIC undergraduate academic and administrative policies and guidelines regarding retention and dismissal (see *SAIC Bulletin*), candidates must receive “Credit” (CR) to indicate successful completion of each course required for the BFAAE program. Teacher candidates will be evaluated on their coursework at the midterm and end of each semester using the Art Education Coursework Evaluation Form.

**If a candidate receives “No Credit” (NC) for any required Art Education course,** the candidate must repeat the course. The candidate will be placed on departmental probation for the remainder of the program. Any subsequent NC for any required Art Education course will result in the candidate being dismissed from the program.

SAIC Teacher Candidate Dispositions: As required by the Illinois State Board of Education, the SAIC Art Education Program has identified a set of dispositions that are aligned with our departmental values and with the values of the School of the Art Institute. Teacher candidates must consistently demonstrate these SAIC Teacher Candidate Dispositions online, in SAIC classes, and at school placements, with faculty, peers, mentor teachers, PK-12 students, school personnel, and school administrators.

- *Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will be asked to meet with members of the SAIC Teacher Education Committee to discuss remediation and may be recommended for dismissal from the program.*

International Students Only: Curricular Practical Training (CPT) Form: International students are required to meet with SAIC International Student Services to complete authorization paperwork before registering for off-campus field work. The International student cannot start ARTED 4390 Practicum: Elementary and Secondary Experiences or ARTED 4900 Apprentice Teaching until they receive CPT authorization on their I-20 from International Affairs. For more information about CPT, contact the Student Financial Services Office: <https://saic.my.site.com/sfshelp/s/>.

## **1) TRANSITION POINT ONE: ADMISSION TO THE PROGRAM**

- Congratulations and welcome to the program! You are now an official SAIC Teacher Candidate!

## **2) TRANSITION POINT TWO: BEGIN ART EDUCATION COURSEWORK AND SCHOOL OBSERVATIONS**

Chicago Public Schools (CPS) Field Experience Registration & Fingerprinting: All teacher candidates must complete a CPS online registration form and fingerprint-based background check before the beginning of the teacher preparation program in order to complete observation hours during any courses which involve visits to schools as well as the Practicum and Apprentice Teaching Sequence. CPS receives the results of this background check directly from Accurate Biometrics. The Licensure Specialist will notify you to begin this process shortly after your official acceptance to the program - The due date will be determined and announced.

No teacher candidates will be allowed to enter or observe classrooms where minors are present until the Chicago Public School district has approved the background check. The background check will cost approximately \$53. If the results of the background check do not meet CPS district's standards, the teacher candidate will be dismissed from the teacher preparation program.

Other School Districts Student Teaching Registration, Fingerprinting, and Tuberculosis (TB) Test: Teacher candidates must meet the requirements of each district in which they will do Practicum and/or Apprentice Teaching. Contact the SAIC Placement Coordinator as well as the school district representative, to learn the requirements regarding registration, background checks, and health certificates required at each district’s placement. Teacher candidates are responsible for any fees associated with additional background or medical checks.

DCFS Mandatory Reporter: Teacher candidates will complete the Illinois Department of Human Services Mandated Child Abuse Reporter online training at the beginning of the teacher preparation program. Teacher candidates must submit a copy of the “Certificate of Completion” from the training and sign a copy of the “Acknowledgment of Mandated Reporter Status” form. The Licensure Specialist will notify you to begin this process shortly after your official acceptance to the program. The due date will be determined and announced.

**Teacher candidates should note the following policies that will impact Senior year course schedules and degree completion:**

It is highly recommended that teacher candidates do not take more than 12 hours in their third semester of the BFAAE Program: Take ARTED 4390 Practicum, ARTED 4100 Cultural Approaches; and two Non-Art Education degree program required courses.

Candidates will not be permitted to take additional courses during the Apprentice Teaching semester, and Candidates cannot take classes during the Winter session before Apprentice Teaching because Apprentice Teaching starts approximately 1 week ahead of the SAIC spring semester.

Candidates are expected to complete all Non-Art Education courses before taking Apprentice Teaching. Candidates may request permission to complete some of their Studio or Liberal Arts courses after Apprentice Teaching. A maximum of 15 credit hours can be taken after Apprentice Teaching. However, before Apprentice Teaching, all required Art Education courses and Art History courses must be completed. Ideally, any remaining credit hours will be completed during the summer term following Apprentice Teaching. The Illinois State Board of Education requires that all courses or other degree requirements leading to graduation must be completed during the year of Apprentice Teaching.

SAIC will permit students to participate in the graduation commencement ceremony if they have six or fewer credits to complete at the time of commencement.

The ISBE requires that graduation must occur within 1 year of Apprentice Teaching in order for the ISBE to grant licensure.

### **3) TRANSITION POINT THREE: TO BEGIN PRACTICUM (ARTED 4390)**

Register for Visual Arts Content Test #214: Candidates must provide proof of registration for the ILTS Visual Arts Content Test #214 to the Licensure Specialist by March 31<sup>st</sup> of the second semester of the BFAAE Program in order to register for ARTED 4390 Practicum and to be eligible to have school placements confirmed by the Art Education Placement Coordinator.

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Complete Required SAIC Coursework: Teacher candidates must complete all first-year SAIC Art Education Teacher Preparation Coursework for their degree program: ARTED 3015, ARTED 3021, ARTED 3900, ARTED 3125

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- *Candidates who fail to successfully complete Practicum prerequisites will meet with the SAIC Teacher Education Committee, who will review the concerns and determine whether the candidate should re-enroll in a course, take leave from the program, or be dismissed from the program.*
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Dispositions: Teacher candidates must consistently demonstrate SAIC Teacher Candidate Dispositions prior to entering into *ARTED 4390 Practicum: Elementary and Secondary Experiences*.

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- *Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will be asked to meet with members of the SAIC Teacher Education Committee to discuss remediation and may be recommended for dismissal from the program.*
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Placement for Practicum & Apprentice Teaching: The SAIC Placement Coordinator identifies high-quality learning experiences in the Chicagoland area, matching teacher candidates with school sites and mentors. Final selections depend on site availability, the candidate's interests, knowledge and artistic practices, logistics, and district regulations. Candidates will be contacted by the SAIC Placement Coordinator sometime in your first and second semesters of the BFAAE Program to start the placement process by filling out the "New Candidate Survey". Final decisions regarding student teaching sites are made by the SAIC Teacher Education Committee. Teacher candidates are not allowed to personally make *arrangements* with schools or teachers as this violates the rules of procedures in most districts in Chicagoland.

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#### **4) TRANSITION POINT FOUR: TO BEGIN APPRENTICE TEACHING (ARTED 4900)**

Complete Required SAIC Coursework: Before Apprentice Teaching, candidates must successfully complete all required Art Education coursework: ARTED 3015, ARTED 3021, ARTED 3900, ARTED 3125, ARTED 4100, ARTED 4390.

- *Candidates who fail required Art Education courses will undergo a review by the SAIC Teacher Education Committee, which will determine whether the candidate should re-enroll in a course, take a leave of absence, or be dismissed from the program.*

Pass Visual Arts Content Test #214: Candidates must have a passing score on the ILTS Visual Arts Content Test (#214) by November 15<sup>th</sup> of the third semester in order to register in ARTED 4900 Apprentice Teaching. According to Illinois State law, candidates will not be able to apprentice teach until they have passed this test.

- *If a candidate does not pass by the deadline, the SAIC Teacher Education Committee will develop a remediation plan and determine whether the candidate should take a leave from the program or develop a new graduation plan.*

CPS Student Teaching Registration, Fingerprinting, and Tuberculosis (TB) Test: Teacher candidates will complete another online registration, and TB test (*and may be required to complete a second fingerprint-based background check*) during the third semester. CPS Student Teaching Registration opens in early September. The Licensure Specialist will contact you and provide directions when the registration is open.

Other School Districts Student Teaching Registration, Fingerprinting, and Tuberculosis (TB) Test: Teacher candidates must meet the requirements of each district in which they will complete Practicum or Apprentice Teaching. Contact the SAIC Placement Coordinator to learn the requirements regarding registration, background checks, and health certificates required at each district's placement. Teacher candidates are responsible for any fees associated with additional background or medical checks.

Dispositions: Teacher candidates must consistently demonstrate SAIC Teacher Candidate Dispositions prior to beginning ARTED 4900 Apprentice Teaching.

- *Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will be asked to meet with members of the SAIC Teacher Education Committee to discuss remediation and may be recommended for dismissal from the program*

Practicum Attendance: Candidates must meet the SAIC Teacher Education Program guidelines for *Practicum* attendance. Attendance in *Practicum* is verified by the candidate's Mentor Teacher and submitted to SAIC *Practicum* Faculty Supervisor.

Practicum Curricular Objectives: Candidates must demonstrate successful acquisition of the range of knowledge, skills, and pedagogical practices taught during ARTED 4390 Practicum: Elementary and Secondary Experiences. Candidates receive critical feedback from SAIC faculty supervisors, mentor teachers, and peers on curriculum projects, teaching portfolios, research presentations, artwork, classroom teaching, and self-evaluations.

Practicum Teacher Candidate Evaluation: During *Practicum*, candidates are observed while teaching by their mentor teacher and SAIC faculty supervisor. They are formally reviewed using the SAIC Teacher Candidate Evaluation form. The candidate's teaching is rated on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in the eight assessment areas (Prepared, Critically Engaged, Motivating, Communicative, Professional, Reflective, Fair, and Responsible) that correspond to the SAIC Art Education Candidate Dispositions described in the Unit's conceptual framework. In the Summative Assessments, BFAAE candidates must receive a 3 or higher.

*Candidates who fail to successfully complete any part of Practicum: SAIC Teacher Education Committee reviews candidates during and at the conclusion of Practicum. and meets with candidates who fail to successfully complete any part of Practicum. The Committee will review concerns and recommend if the candidate should either continue in the program with a remediation plan, take a leave of absence from the program with a remediation plan for reinstatement, or be dismissed from the program.*

## **5) TRANSITION POINT 5: GRADUATING – DEGREE COMPLETION**

Complete Required SAIC Coursework: Before graduating, candidates must complete all required Art Education coursework: ARTED 3015, ARTED 3021, ARTED 3900, ARTED 3125, ARTED 4100, ARTED 4390, ARTED 4900.

Dispositions: Candidates must have consistently demonstrated SAIC Teacher Candidate Dispositions throughout their time in the program in order to be recommended for licensure.

- *Candidates who have not demonstrated SAIC Teacher Candidate Dispositions will be asked to join a meeting with members of the SAIC Teacher Education Committee, who will present a remediation plan or recommend that the candidate be dismissed from the program.*



edTPA: Beginning August 4, 2023 through August 31, 2025, the Illinois State Board of Education has passed an official licensure rule that edTPA will not be required for any candidate completing a Teacher Preparation Program. The Art Education Department will not require submission of edTPA during Apprentice Teaching. Candidates who are considering teaching outside of Illinois, may want to take edTPA in the event it is required by that state in the future. If any Candidate wishes to take edTPA during Apprentice Teaching, they will still receive faculty supervisor support. More information will be discussed during ARTED 4390 Practicum.

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Apprentice Teaching Attendance: Candidates must meet the SAIC Teacher Education Program guidelines for Apprentice Teaching attendance. Apprentice Teaching is verified by the candidate's Mentor Teacher and submitted to the SAIC Faculty Supervisor.

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Apprentice Teaching Curricular Objectives: Candidates must demonstrate successful acquisition of the range of knowledge, skills, and pedagogical practices during ARTED 4900 Apprentice Teaching. Candidates receive critical feedback and are assessed by SAIC Faculty Supervisors, Mentor Teachers, and peers on curriculum projects, teaching portfolios, research presentations, artwork, classroom teaching, and self-evaluations.

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Apprentice Teacher Candidate Evaluations: During *Apprentice Teaching*, candidates are observed while teaching by their Mentor Teacher and SAIC Faculty Supervisor. They are formally reviewed using the SAIC Teacher Candidate Evaluation form. The candidate's teaching is rated on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in the eight assessment areas (Prepared, Critically Engaged, Motivating, Communicative, Professional, Reflective, Fair, and Responsible) that correspond to the SAIC Art Education Candidate Dispositions described in the Unit's conceptual framework. In the Summative Assessments, BFAAE candidates must receive a 3 or higher.

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- *SAIC Teacher Education Committee reviews candidates at the conclusion of Apprentice Teaching and meets with candidates who fail to successfully complete any part of Apprentice Teaching to review concerns, and develop a remediation and graduation plan with the candidate.*
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*Candidates who are awarded the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE), and meet all other regulations and rules of the ISBE (Illinois State Board of Education) are approved for licensure by SAIC's Licensure Specialist and recommended to the ISBE for a State of Illinois Professional Educator License (PEL) endorsed to teach the Visual Arts in Pre-Kindergarten through 12<sup>th</sup> grade.*

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## **6) TRANSITION POINT SIX: ILLINOIS EDUCATOR LICENSURE**

Complete All Program Requirements: Teacher Candidates must successfully complete all program requirements and courses(including outstanding prerequisites) as specified in the BFAAE Program Guide.

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Dispositions: Candidates must exhibit SAIC Teacher Dispositions, consistently demonstrating these through behavior, academic, and artistic work.

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Exit Requirements: Candidates are required to meet with Program Director or Licensure Specialist for an exit interview and a final transcript analysis prior to recommendation for teacher licensure.

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Applying for Licensure and Timeline: Candidates are approved and recommended for the Professional Educator License (PEL) through a process called Entitlement in the ISBE’s ELIS system. Candidates are notified by an email from the SAIC’s Licensure Specialist with instructions for how to apply online in ELIS for their teacher license. The Entitlement email of instructions for applying for the PEL are generated for those who qualify within four weeks following either the official date of the BFAAE degree conferral date or when all other regulations and rules of the ISBE are met, whichever is later.

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- *Educators are required to complete an ISBE program satisfaction survey in ELIS during the application process prior to receiving licensure.*
- 

Recommendation for Licensure Expires after One Year: The requirements for licensure tend to change every few years. Thus, candidates who successfully complete the BFAAE program should apply for the Illinois teaching license as soon as their degree is conferred and regardless of their future teaching plans. The candidate’s recommendation for teaching licensure will automatically expire one year after graduation. Failure to apply for one’s teaching license within this time may render the Department of Art Education unable to recommend the candidate for licensure in the future.

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Declaration of Past Criminal History: When applying for a teaching license, the Illinois State Board of Education will require all applicants to declare the following: any convicted felony or if subject to any pending criminal charges for a felony; any sex, narcotics, or drug offense; charges of child abuse; and tax evasion. Applicants must also disclose whether they have had a teaching license denied, suspended, or revoked. Student loans in default, without an established repayment plan, must also be reported.

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Issuance of License: The PEL is issued immediately at the end of the online application and registration process after all requisite state license fees and county registration fees are paid with a credit card the candidate is authorized to use.

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Questions about the licensure process should be directed to SAIC Art Education Licensure Specialist.

Failure to meet requirements: The candidate's failure to meet any of these requirements and/or abide by these policies can result in a review of the candidate's status in the program and recommendation for dismissal from the program by the Teacher Education Committee.

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I have read and reviewed the above information and understand all program requirements, policies, and procedures for the BFAAE program at SAIC.

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Candidate Signature

Date

Sample



# BFAAE Application for Admission

Name: \_\_\_\_\_  
last name first name middle

SAIC ID# \_\_\_\_\_ Date of birth (mm/dd/yyyy) \_\_\_\_\_

U.S. Citizen:  yes  no

\*SSN# (This number may be given to Licensure Specialist directly.)

\_\_\_\_\_  
*\*Students must provide a Social Security Number (or equivalent) to the Art Education department for state licensure purposes. Contact the SAIC Licensure Specialist for more information.*

Ethnicity\*\*  
 American Indian or Alaskan Native  
 Hispanic/Latino of any race  
 White  
 Two or more races

Asian  
 Black or African American  
 Native Hawaiian or other Pacific Islander

Telephone number(s) \_\_\_\_\_

Former name \_\_\_\_\_

E-mail address \_\_\_\_\_

Mailing address \_\_\_\_\_

street city state zip code country

Please notify the Department of Art Education when there are changes to your address or phone number.

Signature \_\_\_\_\_ Date \_\_\_\_\_

\*\*Information on ethnic origin is optional and is collected in compliance with federal reporting standards. It is the policy of SAIC not to discriminate on the basis of age, disability, color, creed, national origin, religion, race, sex, or sexual orientation in student recruitment, admissions, financial aid programs, student and employee services, education programs and activities or employment practices.

**Application Deadline: March 6, 2023 (First Monday in March)**

**See previous page for list of materials to submit with Application Form.**

**Decision Notification:** Applicants will be informed in writing of the Department's admission decision before the course registration period for the **Fall** Semester. See the BFAAE Program Guide for more Admissions decisions information.



## BFA with Emphasis in Art Education (BFAAE) Letter of Reference Form

*This page to be completed by the Applicant and given to the Recommender.*

Name of applicant \_\_\_\_\_

Primary Phone \_\_\_\_\_

E-mail \_\_\_\_\_ SAIC ID# \_\_\_\_\_

In accordance with provisions of the Federal Educational and Privacy Act of 1974, enrolled students have the right to see their letters of recommendation unless they explicitly waive that right.

- I waive my right of access to this recommendation.
- I do not waive my right of access to this recommendation.

Name of Recommender \_\_\_\_\_

Position \_\_\_\_\_

Relationship to student \_\_\_\_\_

Department & Office \_\_\_\_\_

email \_\_\_\_\_

### To the Recommender

Your candid assessment of the applicant named above will greatly assist our admissions process. Your report will be used solely for the purpose of determining whether the candidate should be admitted to the SAIC BFAAE Art Education program.

Our application and admissions procedure recommends that applicants submit their recommender's letter by the first Monday in March.

### **How to send in your recommendation:**

After completing this form, please email your evaluation directly to the Director of the BFAAE program:

**Kendall Crabbe:** [kcrabbe@saic.edu](mailto:kcrabbe@saic.edu). Please notify the applicant when you have emailed your reference form to the Art Education Department.

Thank you for sharing your knowledge and experience.

*This section to be completed by the Recommender:*

Applicant Name \_\_\_\_\_

How long have you known the applicant? \_\_\_\_\_

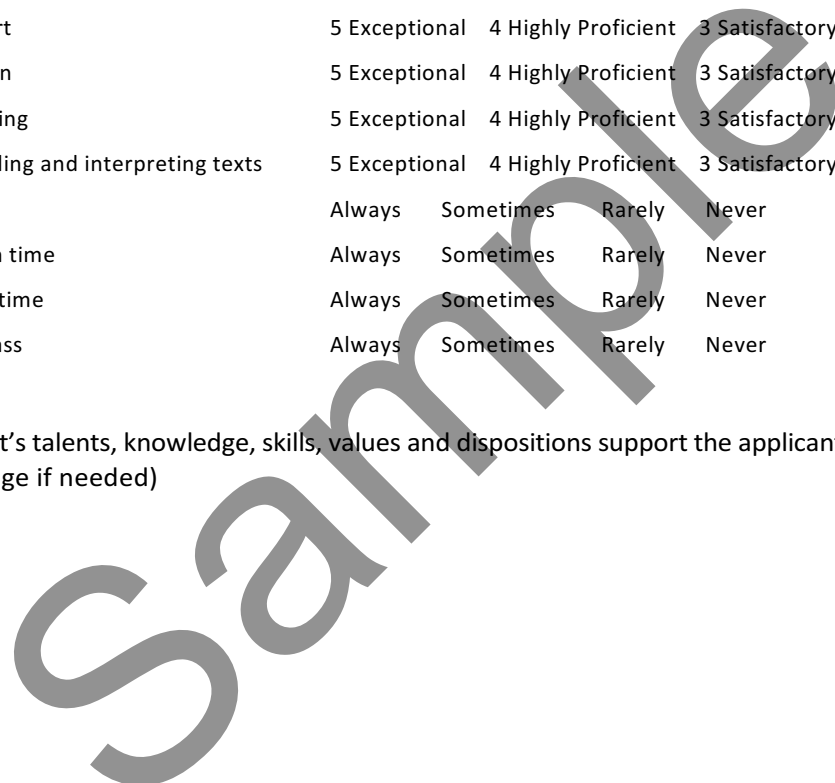
Please describe in what capacity have you known the applicant.

\_\_\_\_\_  
\_\_\_\_\_

Please circle the rating that best describes the applicant's:

- |   |               |                     |                |        |                |
|---|---------------|---------------------|----------------|--------|----------------|
| <input type="radio"/> Artistic skills                               | 5 Exceptional | 4 Highly Proficient | 3 Satisfactory | 2 Weak | 1 Unacceptable |
| <input type="radio"/> Conceptual understanding of art               | 5 Exceptional | 4 Highly Proficient | 3 Satisfactory | 2 Weak | 1 Unacceptable |
| <input type="radio"/> Commitment to art                             | 5 Exceptional | 4 Highly Proficient | 3 Satisfactory | 2 Weak | 1 Unacceptable |
| <input type="radio"/> Motivation to learn                           | 5 Exceptional | 4 Highly Proficient | 3 Satisfactory | 2 Weak | 1 Unacceptable |
| <input type="radio"/> Proficiency in writing                        | 5 Exceptional | 4 Highly Proficient | 3 Satisfactory | 2 Weak | 1 Unacceptable |
| <input type="radio"/> Proficiency in reading and interpreting texts | 5 Exceptional | 4 Highly Proficient | 3 Satisfactory | 2 Weak | 1 Unacceptable |
| <input type="radio"/> Class Attendance                              | Always        | Sometimes           | Rarely         | Never  |                |
| <input type="radio"/> Ability to arrive on time                     | Always        | Sometimes           | Rarely         | Never  |                |
| <input type="radio"/> Hands in work on time                         | Always        | Sometimes           | Rarely         | Never  |                |
| <input type="radio"/> Participation in class                        | Always        | Sometimes           | Rarely         | Never  |                |

How will the applicant's talents, knowledge, skills, values and dispositions support the applicant in becoming an art teacher?  
(attach additional page if needed)



Recommender's Signature \_\_\_\_\_ Date \_\_\_\_\_

Recommender Name \_\_\_\_\_

Recommender's Position \_\_\_\_\_

## AUTHORS & IDEAS THAT HAVE INFLUENCED SAIC TEACHER EDUCATION

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- White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh. (1989). *Peace and Freedom Magazine*, Vol: July/August, 10-12.
- *Pushout: The Criminalization of Black Girls in Schools* by M.W. Morris. (2016). New York, NY: The New Press.
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## **SAIC Teacher Education in the era of the COVID-19 Pandemic**

*During the Covid-19 Pandemic, due to the evolving understanding of the public health crisis and its impact, in particular, on public education, some of the usual regulations and approaches to SAIC Teacher Education were altered and changed. Any necessary changes to Teacher Education were made in consultation with and guidance from the Illinois State Board of Education (ISBE), the Chicago Public Schools (CPS) and other districts as well as with SAIC.*

*The SAIC Department of Art Education will continue to monitor pandemic-related situations throughout the academic year in consultation with ISBE and CPS to ensure that Teacher Candidates are safe and provided with high quality learning/teaching opportunities. We ask for patience as we navigate this uncertain terrain, but also welcome your questions, concerns, and ideas.*

### **Pandemic-related changes to requirements of the Illinois State Board of Education**

*The Governor of the State of Illinois issued and signed a Gubernatorial Disaster Proclamation that was in effect beginning in the spring 2020 semester. A provision of this proclamation waived a passing score on edTPA as a condition for licensure in Illinois. The proclamation was extended and the edTPA was not required in 2021, 2022, and 2023.*

*The edTPA assessment for teacher licensure, which Illinois began requiring of all new teachers in the fall of 2015, will again be required in the spring of 2024.*

*Contact Licensure Specialist Valerie Vasquez if you have questions regarding any Covid-19 changes and exceptions that have been announced by the Illinois State Board of Education.*

## **SAIC BFAAE Safety Protocol**

In the Practicum course, Teacher candidates will complete the observation worksheet #1 (OW1) in the first week of their elementary and secondary placements. OW1 has been updated for teacher candidates to ask mentor teachers about a) school specific definitions, drills or lockdowns in the event of a safety issue, b) school specific protocol and communication and c) safety drills for mentor teacher, teacher candidates, and students. In addition, teacher candidates will become aware of SAIC's expectations through the observation worksheets in Practicum should such an event occur during Practicum and/or Apprentice Teaching.

In the event of a safety issue occurring at a BFAAE teacher candidates' elementary or secondary placement, SAIC protocol is as follows:

1. Teacher candidates should follow the instructions of their mentor teacher.

2. Next, the teacher candidate must contact their Faculty Supervisor to report the incident.
3. Finally, the Faculty Supervisor will alert the BFAAE Director in a timely manner and conference with the mentor teacher and teacher candidate to determine next steps, if necessary.



