



# Bachelor of Fine Arts in Art Education

2024 - 25

## Program Guide

**The BFAAE program at the School of the Art Institute of Chicago** prepares students for careers in art education, including licensure to teach Visual Arts PK-12 in Illinois public schools.

# Welcome to 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 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.

**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.**

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# Program Overview

The School of the Art Institute of Chicago's (SAIC) **Bachelor of Fine Arts 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.

## Our Conceptual Framework

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. BFAAE candidates learn to develop curricula that compels people to critically analyze and create art and visual culture in a diversity of contemporary forms. BFAAE 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: **context and community, knowledge and experience, critical thought & reflection and practice & 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.**

## 01

### Context & 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

## 02

# Knowledge & 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

## 03

### Critical Thought & 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

## 04

### Practice & 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

## ADMISSION 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) oral and written language skills
- 5) 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

01

In order to apply to the BFAAE program, students must have been admitted to SAIC's undergraduate program.

02

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.

## APPLICATIONS & REQUIREMENTS OVERVIEW

### Invitation to Apply (Fall semester prior)

Students 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 this meeting, the Licensure Specialist will email a 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.

# Assemble an application and submit the following materials by the first Monday in March.

- ☑ **Complete the BFAAE Application Form**
- ☑ **Create an Illinois State Board of Education (ISBE) system account called ELIS.** Additional directions will be provided by the Licensure Specialist.
- ☑ **Submit a 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. 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\_2025"

**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, at [nstein4@saic.edu](mailto:nstein4@saic.edu)

## ADMISSIONS DECISIONS

- Applicants will be informed in writing of the Department's admission decision before the course registration period for the upcoming Fall Semester.
- 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 & ENROLLMENT

- Accepted students in teacher education programs are referred to as Teacher Candidates.
- **All accepted students will sign a Teacher Candidate (Student) Agreement at the beginning of their first semester in the program that signifies their understanding of details and policies within the program guide.**
- 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.
- 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).
- Candidates will be instructed on how to complete a Chicago Public School (CPS) Fingerprint-based background check during their initial orientation. 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.
- 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.
- 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.

# Licensure 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

Note: Starred courses constitute the teacher preparation program (30 credits)

<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
Practices of Art and Design Education in Schools and Communities 2: Teens and Adults ARTED 3900 (Professional Practice)	3 credits ☆
Cultural Approaches to Production, ARTED 4100	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
Doing Democracy, ARTED 3125	3 credits
Becoming Human: Evolving Concepts of Human Development, ARTED 3021	3 credits ☆
<b>ART EDUCATION</b>	<b>18 Credit Hours</b>
Practices of Art and Design Education 1: Children and Youth, ARTED 3015	3 credits ☆
Practicum: Elementary and Secondary Experiences, ARTED 4390	3 credits ☆
Apprentice Teaching, ARTED 4900 (Capstone)	12 credits ☆
<b>TOTAL:</b>	<b>120 CREDITS</b>

# Comparing BFA & BFAAE Degrees

## Bachelor of Fine Arts

72 Studio Credit Hours

18 Art History Credit Hours

Includes ARTHI 1001 & 1000 level elective

## Bachelor of Fine Arts with an Emphasis in Art Education

### 60 Studio Credit Hours

- 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

**Practices of Art and Design Education 2: Teens and Adults, ARTED 3900 (3)**

**Cultural Approaches to Production, ART-ED 4100 (3)**

### 12 Art History Credit Hours

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 **or**  
Global Comparative Visual and Critical Studies (3)

Art History or VCS course: additional elective (3)

### 18 Professional Art Education Credit Hours

**Practices of Art and Design Education 1: Children and Youth, ARTED 3015 (3)**

**Practicum: Elementary & Secondary Experiences, ARTED 4390 (3)**

**Apprentice Teaching, ARTED 4900 (12)**



## Bachelor of Fine Arts

### 30 Liberal Arts Credit Hours

- English (6)
- Natural Science (6)
- Social Science (6)
- Humanities (6)
- Liberal Arts Electives (6)

### 6 General Elective Credit Hours

Studio, Art History, or Liberal Arts

**Total Credit Hours — 120**

## Bachelor of Fine Arts with an Emphasis in Art Education

### 30 Liberal Arts Credit Hours

- English (6)
- Natural Science (3)
- Math (or more Natural Science) (3)
- Social Science (6)
- Humanities (6)

**Doing Democracy, ARTED 3125 (3)**

**Becoming Human: Evolving Concepts of Human Development, ARTED 3021 (3)**

**No additional general electives**

**Total Credit Hours — 120**

# Planning the Semester

Sophomore Year			
FALL — students take non-Art Ed courses		SPRING — students apply to BFAAE by first Monday in March, Take Non Art Ed Credits	
COURSE	CREDITS	COURSE	CREDITS
Any Studio, Liberal Arts, or Art History	3	Any Studio, Liberal Arts, or Art History	3
Any Studio, Liberal Arts, or Art History	3	Any Studio, Liberal Arts, or Art History	3
Any Studio, Liberal Arts, or Art History	3	Any Studio, Liberal Arts, or Art History	3
Any Studio, Liberal Arts, or Art History	3	Any Studio, Liberal Arts, or Art History	3
Any Studio, Liberal Arts, or Art History	3	Any Studio, Liberal Arts, or Art History	3
<b>Total Credit Hours</b>	15	<b>Total Credit Hours</b>	15

**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.

Junior Year			
FALL — first Art Ed semester!		SPRING — second Art Ed semester!	
COURSE	CREDITS	COURSE	CREDITS
Any Studio, Liberal Arts, or Art History	3	Any Studio, Liberal Arts, or Art History	3
Any Studio, Liberal Arts, or Art History	3	Any Studio, Liberal Arts, or Art History	3
Any Studio, Liberal Arts, or Art History	3	Any Studio, Liberal Arts, or Art History	3
Practices 1: Children & Youth ARTED 3015	3 ☆	Practices 2: Teens & Adults ARTED 3900	3 ☆
Becoming Human ARTED 3021	3 ☆	Doing Democracy ARTED 3125	3 ☆
<b>Total Credit Hours</b>	15	<b>Total Credit Hours</b>	15

**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.

Senior Year			
FALL — thirs Art Ed semester!		SPRING — fourth Art Ed semester!	
COURSE	CREDITS	COURSE	CREDITS
Any Studio, Liberal Arts, or Art History	3	Apprentice Teaching ARTED 4900	12 ☆
Any Studio, Liberal Arts, or Art History	3		
Cultural Approaches to Production ARTED 4100	3 ☆		
Practicum: Elem. & Sec. ARTED 4390	3 ☆		
<b>Total Credit Hours</b>	12	<b>Total Credit Hours</b>	12

**Notes:** Starred courses constitute the BFAAE Art Teacher Professional courses (30 credits total).

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 Education credits on the BFAAE Credit Check form. It details how best to complete your Non-Art Education 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 apprenticeship 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.

## FURTHERS NOTES ON CREDITS

- **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.
- **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.

- **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 approves 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.
- **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.
- **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 Junior BFAAE 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 Junior BFAA 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 the Teacher 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 the 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 2nd 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 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.

### **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 Committee may require that a BFAAE teacher candidate take a leave of absence because of not meeting requirements described in the program's Transition points. Reasons that a student be mandated to take a leave from the program include: 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.

## **Growth Plan/Remediation Policy**

In the Art Education Department at SAIC, a remediation plan means an agreed upon series of actions that are necessary for fulfilling the standards set forward in the Program Guide. The BFAAE Guide, Teacher Candidate (Student) Agreement, Teacher Candidate Dispositions, and the SAIC Student Handbook outline clear academic and administrative policies and guidelines that teacher candidates must comply with regarding academic integrity, retention, and dismissal.

When there is concern raised about a student's understanding of or capacity to enact these guidelines at any point in the program, the Department will work with the student and faculty to create a remediation plan that both supports the student while tending to our relationships and obligations in our broader community of education partnerships. The goal of a remediation plan is to increase transparency and shared understanding for the experiences of all parties involved, and come to a solution that identifies needed supports and actions necessary to complete our professional responsibilities, as students and teachers. Remediation plans will be program specific, differing across MAAE and MAT/BFAAE enrollment.

The remediation plan will be initiated by faculty members, faculty supervisors or mentor teachers contacting the Program Director. The Program Director will reach out to all parties necessary to set up a meeting. This meeting will take place in person when possible. The outcome of the remediation plan meeting will be a concrete set of steps necessary for the student to maintain good standing in the program. The plan will be documented in the Growth Plan Form and revisited weekly in the Weekly Growth Plan Evaluation Form.

## **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, and in the SAIC community. Exhibition of Teacher Candidate Dispositions will be periodically evaluated throughout the program, for example through mid-semester evaluations and mid-program review. Exhibition of Teacher Candidate Dispositions will be periodically evaluated throughout the program, for example through mid-semester evaluations and mid-program review. 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 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 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 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 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 hours are completed both during course hours, as well as arranged and completed individually outside of class. Observation Forms for all observation hours must be submitted to receive course credit. These forms must be submitted to the course instructor who will forward them to the Licensure Officer 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 testing information in appendix or contact the Licensure Specialist).

Teacher Candidates' daily schedules, when Apprentice Teaching in schools, matches each school's daily start and end time. Meeting the SAIC disposition of Professionalism requires that Teacher Candidates arrive at the school early enough to be prepared to teach when students arrive. Teacher 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 Candidates' teaching is also evaluated by their mentor teachers

### **SAIC Safety Protocol**

In the Practicum and Apprentice Teaching course sequence, teacher candidates spend significant time at their placement sites which requires additional attention to safety. During Practicum, teacher candidates will complete the Observation Worksheet #1 (OW1) in the first week of their elementary and secondary placements. OW1 requires 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 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 Candidate's 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.



## **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. Teacher Candidates who are student teaching in suburban districts will have to complete separate registration processes for each district. Teacher 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.
- Teacher Candidates must complete all core teacher education preparation coursework before enrolling in Apprentice Teaching (ARTED 4900).
- Teacher Candidates are required to be registered for Practicum (in Fall) semester during the spring semester of their second year of the BFAAE program course sequence in order to be assigned elementary and secondary placements.
- The ILTS Visual Arts Content Area Test must be passed to be eligible to apply for the Professional Educator License. Art Education highly recommends that candidates take the Visual Arts Test between March 31 and November 15th of the year in which they will begin Practicum. If the candidate does not pass the Visual Arts Test prior to graduation, the candidate cannot be entitled for licensure until the test is passed. If licensure requirements change between the time the candidate graduates and when they pass the Visual Arts Test, the candidate may be held to additional licensure testing or course content requirements before they can be entitled for licensure. Contact the Licensure Specialist for additional information.

# Clinical Background Check Requirements

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.

The fingerprint-based background check will cost approximately \$60 dollars; the Teacher Candidate is responsible for these fees. The Licensure Specialist will provide directions to the candidate at the appropriate time to obtain the background check. If the results of the teacher candidate's background check do not meet Chicago Public School district's standards, the Teacher Candidate cannot continue in the BFAAE teacher preparation program.

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. The Licensure Specialist will provide directions to the candidate at the appropriate time to obtain the background check.

Teacher candidates who will be teaching in private schools or in suburban public schools must meet the background check requirements of each school or district. Check with the Art Education Placement Coordinator 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 your Program Director and the 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.

Students should be aware of the Chicago Public Schools Self Mandatory Reporting policy featured within the CPS Field Experience Guide.

\*Mandatory self-reporting is required should any incidents/life events arise that could potentially compromise your initial background check. Failure to comply with this will arise in revocation of approval and may impact future hiring.

# 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:**

Test	Date for Passing Score	Validity Period
Test 1: ILTS Visual Arts Content Area Test (214)	To be completed and passed for licensure entitlement to apply for Illinois licensure by state law.	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. See testing information in appendix or contact the Licensure Specialist.	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 testing information.

## 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.

The edTPA may be required for licensure in other states. The BFAAE program only prepares students for Illinois licensure, so responsibility falls on individual students to inquire and follow up about such requirements for alternative states.

### **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.

# Recomendation 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 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 —

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

### 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, and letter(s) of

reference. Candidate's application materials are reviewed by the Teacher Education Committee 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. Teacher Education Committee members rate candidates using a holistic rubric.

## **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 online 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. of application and admission. (See Program Guide for more information.)

## **Transition Point THREE**

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

- Teacher Candidates must register in the 2nd 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.
- Candidates must pass The ILTS Visual Arts Content Area Test #214 to be eligible to apply for the Professional Educator License. Candidates will receive the directions to register for the test in March of their 2nd semester of the Art Education course sequence. Art Education highly recommends that candidates take the Visual Arts Test between March 31 and November 15th of the year in which they will begin Practicum. If the candidate does not pass the Visual Arts Test prior to graduation, the candidate cannot be entitled for licensure until the test is passed. If licensure requirements change between the time the candidate graduates and when they pass the Visual Arts Test, the candidate may be held to additional licensure testing or course content requirements before they can be entitled for licensure.

Contact the Licensure Specialist for additional information

- Teacher 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.
- Teacher 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.
- Teacher 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.
- 
- Teacher 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.
- Teacher 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.

## **Transition Point FOUR**

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

- Teacher Candidates must complete all required SAIC BFAAE Core Art Teacher Preparation coursework for their degree program before beginning apprentice teaching: ARTED 3015, ARTED 3021, ARTED 3125, ARTED 3900, ARTED 4100, ARTED 4390
- Teacher Candidates must complete the Chicago Public Schools (CPS) student

Teacher Candidates who fail to successfully complete Apprentice Teaching 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 a leave from the program, or be dismissed from the program.

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.

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

- Teacher Candidates must have met the SAIC Teacher Education Program guidelines for 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 for the candidate.

Practicum attendance. Attendance in Practicum is verified by candidate's Mentor Teacher and submitted to SAIC Faculty Supervisor.

- Teacher 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 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.

## Transition Point FIVE

### **GRADUATING—DEGREE COMPLETION—BFAAE Program**

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

Effective August 2023, the edTPA is waived for anyone completing an Illinois state-approved teacher education program through August 31, 2025. Contact the Licensure Officer for further details

- Teacher 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.
- Teacher 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, Teacher 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 Committee reviews candidates at the conclusion of Apprentice Teaching and meets with Teacher Candidates who fail to successfully complete any part of the Apprentice Teaching to determine if the Teacher 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.

Teacher 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.

## **Transition Point SIX**

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

Teacher Candidates who are awarded the BFAAE degree from the Department of Art Education, 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.

- Teacher Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work.
- Teacher Candidates are awarded the BFAAE degree from the Department of Art Education.
- Candidates must pass The ILTS Visual Arts Content Area Test #214 to be eligible to apply for the Professional Educator License. Candidates will receive the directions to register for the test in March of their 2nd semester of the Art Education course sequence. Art Education highly recommends that candidates take the Visual Arts Test between March 31 and November 15th of the year in which they will begin Practicum. If the candidate does not pass the Visual Arts Test prior to graduation, the candidate cannot be entitled for licensure until the test is passed. If licensure requirements change between the time the candidate graduates and when they pass the Visual Arts Test, the candidate may be held to additional licensure testing or course content requirements before they can be entitled for licensure. Contact the Licensure Specialist for additional information
- 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.

Effective August 2023, the edTPA is waived for anyone completing an Illinois state-approved teacher education program through August 31, 2025. Contact the Licensure Officer for further details

**Teacher 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.

Teacher 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.

Teacher 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

## Department of Art Education

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## Faculty & Staff

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# SAIC Teacher Education & Testing Updates

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 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.

Effective August 2023, the edTPA is waived for anyone completing an Illinois state-approved teacher education program through August 31, 2025. Contact the Licensure Officer for further details.

Contact Licensure Specialist Valerie Vasquez if you have questions regarding any testing updated and exceptions that have been announced by the Illinois State Board of Education.

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# Lesson Plan Design Guide

## Things to consider when designing your lesson...

- Does the lesson contain engaging and relevant content?
- Does the lesson support technical and conceptual skill-building?
- Have you considered potential necessary scaffolds to support the development of skills and concepts throughout the lessons?
- Have you provided time for safe practice?
- Do you introduce and make room for new ways of thinking, whether through media exploration, design thinking, or investigative play?
- Does the lesson support the development of visual meaning-making?
- Do you connect students with the world beyond the classroom?
- Is there room to engage in analyzing and discussing artwork?

## Checklist

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Lesson Plan Title                   | <input checked="" type="checkbox"/> Language Demands/Vocabulary/Terms List          |
| <input checked="" type="checkbox"/> Grade Level                         | <input checked="" type="checkbox"/> Adaptation, Modification, and Differentiation   |
| <input checked="" type="checkbox"/> Length of Lesson                    | <input checked="" type="checkbox"/> Supplies: Media and Materials                   |
| <input checked="" type="checkbox"/> Contemporary Artist Inspiration     | <input checked="" type="checkbox"/> Instructional Materials                         |
| <input checked="" type="checkbox"/> Description                         | <input checked="" type="checkbox"/> Student Exemplar (when available)               |
| <input checked="" type="checkbox"/> Objectives                          | <input checked="" type="checkbox"/> Resources & Credits                             |
| <input checked="" type="checkbox"/> State/National Visual Art Standards | <input checked="" type="checkbox"/> Post Teaching Reflection/Activities (if taught) |
| <input checked="" type="checkbox"/> Procedure 3-5 days of lessons       |   |
| <input checked="" type="checkbox"/> Accessing Prior Knowledge           |   |
| <input checked="" type="checkbox"/> Formative Assessment Standards      |   |
| <input checked="" type="checkbox"/> Summative Assessment Standards      |   |

- ☑ **Lesson Plan Title** The ideas/theme/content and the form (art-making approach/medium) the content will take. “The Big Idea” e.g., Visually Interpreting Vulnerability and Power by Adopting Compositional Rules in Digital Photography
- ☑ **Grade Level** Early or late elementary, middle school, early or late high school, Length of class periods, number of class periods.  
e.g., Middle school, 5/50-minute classes
- ☑ **Length of Lesson** Number of class periods; Length of class periods (minutes). e.g., 5/50-minute classes
- ☑ **Contemporary Artist Inspiration** Note the artist(s) who you are drawing from as technical or conceptual examples  
e.g. Njideka Akunyili Crosby
- ☑ **Description: Concise Paragraph (or two)** Name the big idea/central focus and essential questions that this project addresses.

  - Clearly identify contemporary artists, artmaking approaches, techniques, ideas, concepts, and vocabulary.
  - Describe the relevance of this lesson to these students.
  - Describe how your lesson supports the development of creative culture makers and critical citizens who value egalitarianism, cultural differences, democracy, and social justice.
  - e.g. Over the course of 5, 50-minute classes, middle school students will be able to identify, interpret and create (language demands) digital images that convey power structures and vulnerabilities by exploring various viewpoints/camera angles: Worms Eye View and Birds Eye View. Analyzing (language function) a range of street photographers (Vivian Meir, Wee gee) and corporate photography to illustrate power and vulnerability, students will identify the importance of camera angle /viewpoint in making meaning in digital images. Students will create 2 diptychs of the same subject to illustrate vulnerability and power by applying varied camera angles/viewpoints to a subject. Students will recognize how visual media influences, appropriates and manipulates culture through various camera angles and viewpoints.e.g. Njideka Akunyili Crosby
- ☑ **Objectives**

  - Name 3 observable or measurable outcomes of the project. (Range of conceptual, artistic, and technical objectives)
  - Write the National/State Visual Arts Standards number/letter next to the objectives they link to.
  - e.g., At the end of the lesson unit, students will have created 2 diptychs of the same subject that illustrate power and vulnerability by using various camera angles. (VA: Re7.2.8)

## ☑ **Illinois State Visual Art Standards and/or National Visual Arts Standards**

- Cut and paste the specific standards your project will address.
- Include at least 2 National or IL State Art Standards
- e.g. VA: Re7.2.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- Include at least one Social Emotional Learning Standards
- Include at least on Social Justice Standard

## ☑ **Procedure** Write a detailed list of activities for each day:

- Introduction, review, slideshow, small group work, passing out materials, guided and independent artmaking, reflection, writing, closing activity, clean up, etc.
- Next to each step indicate the time the step will take. Re-check for accuracy after teaching. Indicate these details in your list of procedures.
- Monitoring student progress and providing feedback.
- Introduce new knowledge and then measure student understanding.
- Engage students in the discourse of art: writing, discussing, presenting, etc.

## ☑ **Accessing Prior Knowledge** In a concise paragraph or list, describe how you plan to:

- Measure prior knowledge, and gauge familiarity or interest.
- Re-engage prior academic knowledge and interests.
- Scaffold the new concept, vocabulary, technique, or artist.etc.

## ☑ **Formative Assessment** Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended learning outcomes and support students to become self-directed learners.

(ex. a) Throughout Lesson Unit I will move through room and note use of vocabulary in formal all-class discussions as well as peer discussions

>> related to standard: Students know and use fundamental vocabulary relevant to the design and the design thinking process (Cr3.1.1a).

(ex. b) Days 2,3,4,5, students will present work informally to peers in peer shares and talk about choices they are making in class.

>> related to standard: Students demonstrate the ability to form and defend judgments about the characteristics of their diptych to accomplish commercial, personal, communal, or other purposes (Pr4.1.1a).

(ex. c) Day 5 Critique will be another opportunity for students to talk about the iterations and choices in their artwork and how/what they have learned

through the activity.

>> related to standard: Students are able to discuss and explain their efforts with consideration of factors surrounding the origin and journey of their design (Cr3.I.6a).



**Summative Assessment** Summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark (rubric).

Students will identify how visual media influences, manipulates, and interprets culture through various camera angles and viewpoints by completing 2 diptychs of the same subject that illustrate vulnerability and power. Day 5 (Work turn in) Rubric in instructional materials.

Students will complete a compare/contrast handout of photographs and describe using at least 4 of the given vocabulary words/terms what images convey power and or vulnerability. Day 1 Handout in instructional material

Students will fill out a self assessment using a rubric in the final stage of the project. I will also add notes in response to their own assessment.



**Language Demands/Vocabulary/Terms List** Vocabulary/Terms List: This is a critical component to assessment and scaffolding. You should have at least 4-6 terms for the unit

e.g. viewpoint

The composition called viewpoint is where you consider your position to the view or objects that you are taking a photograph of.

Worms Eye/low-angle view

noun. a perspective seen from below or from a low or inferior position. The new worker will get a worm's-eye view of the corporate structure.

Birds Eye/high-angle view

A high-angle shot looks down at the subject from a higher perspective and can convey information or elicit an emotional response from the audience. It is one of many camera angles that filmmakers can use to contribute to the story they are telling in a film.

> edTPA also focuses on Language Demands. We will discuss this further in class.

## ✔ **Adaption, Modification, and Differentiation**

- **Describe** how the instruction, assignment, and/or assessment will be adapted to meet the needs of specific learners. (e.g. English Language Learners, students with disabilities, struggling learners, including those without prior knowledge, etc.)
- **List** materials you designed to support all learners: step-by-step, handouts, worksheets, think sheets, forms, exemplars, table packets, written reflections, videos, or posters. Include them at the end of the lesson plan.

✔ **Supplies: Media & Material** Write a precise list of the amounts, sizes, numbers, media, equipment, and tools you will use for this project. Be specific.

## ✔ **Instructional Materials**

**A Teacher Artwork Example/Exemplar:** a color image of a teacher artwork. Always make the teacher artwork example with the same materials and time constraints as the students will have

**B Engaging with Contemporary Art & Culture:** slide presentation and annotated image list. Make an outline of the presentation with thumbnails of each slide you will show, including:

- Artist Exemplar images with identification of each image—title, artist, date, media, size, geographic location, art movement
- Questioning strategies for introducing each slide, linking to other ideas and images
- Slides to illustrate new/review vocabulary, concepts, techniques
- One concise sentence describing how the slide show supports objectives, big idea/central focus and/or essential questions
- What are the goals of this presentation? What key ideas and artists will students remember?

**C Scaffolding Materials:** a color image of a teacher artwork. All materials that you created to support your teaching: Graphic organizers, step-by-step instructional sheets, checklists, assessment rubrics, reflection worksheets, exit tickets, artist statement templates, table packets, etc.



**D Reflection Activity Worksheet:** How will you encourage students to reflect on their artmaking and research process, their own final artwork, and what they have learned through this process?

**E Critique process and prompts:** How will set up group critique in your class? How will you prompt student noticing and wondering about each other's artwork?

☑ **Student exemplars (when available from prior activity)** It is ideal if you show a few different examples that highlight different aspects of the big idea so that students do not feel that they have to create an exact copy or there is only one pathway to take

☑ **Resources & Credits:** Include bibliographic information for articles and books, the source of project plans you have adapted, and other resources such as videos, podcasts, exhibitions, and websites.

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## For the lessons you have a chance to teach...

☑ **Post Teaching Activity** Think about what went well and what did not go as expected. Reflect on your own instruction and curriculum. Use observations, notes, artwork and interactions to offer concrete examples for how you are assessing your lesson.

- What went well for you? What did not go as expected?
- What changes are you going to make to instructions, material, content, processes, etc.?
- How do these changes meet the specific needs of different learners you engaged with? What adjustments or changes could you make to deepen your ability to meet the needs of individual learners?
- What theory or best practices are guiding your decisions?