2015-2016 Master of Arts in Teaching Program Guide

updated November 2015
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CONCEPTUAL FRAMEWORK

Introduction: Critical Citizenship in Visual Culture
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, both leading, as well as responding to, innovations in the field of art education. In our most recent work, we have continued to lead the development of new paradigms in art education. This has led us to the adoption of the use of the term "visual culture" to describe key content knowledge for teachers of visual art.

Goals and Objectives
The goal of the visual art teacher preparation program and the professional education unit is:

To prepare teachers of visual art as critical citizens who value visual culture, cultural difference, democracy, and social justice through a philosophy that emphasizes context and community, knowledge and experience, critical thought and reflection, and practice and evaluation.

It is our belief that teacher candidates prepared in this philosophy will be able to respond to the needs of contemporary learners through democratic, responsible and reflective interactions with art and visual culture (Dewey, 1997; Freedman, 2000; Greene, 1995; Vygotsky, 1971). A critical citizen is an individual who is self-reflective and has a deep concern for the lives of others. A critical citizen is expected to actively question and challenge the social, political, and cultural structures and discourses that comprise everyday life (Freire, 1984). Through our teacher preparation program, we strive to create innovative quality models for art education that connect art, visual culture, creative expression, theoretical knowledge, everyday experiences, and social critique for teacher candidates preparing to become critical teachers of art and visual culture in a diverse society.

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 cooperating schoolteachers, administrators, and staff. This process ensures that feedback from our educational community continually influences and shapes our conceptual framework.
ART EDUCATION GRADUATE PROGRAMS

The goal of the Department of Art Education is the preparation of art educators as critical citizens who value visual culture, cultural difference, democracy, and social justice through a philosophy that emphasizes context and community, knowledge and experience, critical thought and reflection, and practice and evaluation.

The School has a long-standing commitment to the profession of art education, providing essential preparation for art educator in museums and community organizations, as well as art teachers in schools, kindergarten though twelfth grade (K–12). The Department of Art Education’s philosophy has changed over time, both leading, as well as responding to, innovation in the field of art education. In its most recent work, the department has adopted the term visual culture to describe content knowledge for teacher and facilitators of visual art. Visual culture defines multiple forms of cultural production, all of which constitute our visual environment. The inclusion of multiple forms of visual production reflects the multiple cultural practices of a diverse citizenry, and promotes democratic and egalitarian interaction. Another key concept in the program is critical citizen. A critical citizen is an individual who is self-reflective, has a deep concern for the lives of others, and actively questions and challenges the social, political, and cultural structures and discourses that comprise everyday life. Thus, critical citizenship in visual culture constitutes the active, democratic engagement of teachers and learners in the production and exchange of all forms of visual communication.

The department offers three degree programs: the Bachelor of Fine Arts with Emphasis in Art Education, the Master of Arts in Teaching, and the Master of Arts in Art Education. The art education programs are uniquely situated within the vital cultural communities of Chicago, which provide a wealth of fieldwork experiences and opportunities for mentorship, with resources such as museums, schools, alternative cultural programming, and art education professional organizations. Graduates of the school’s art education programs have careers in local and national educational institutions, public and private universities, museums, galleries, community-based organizations, and many other related sites.

MASTER OF ARTS IN TEACHING OVERVIEW

The Master of Arts in Teaching is a full-time, 48 credit hour program that prepares teacher candidates to become critical teachers of visual culture and fulfills requirements for the State of Illinois K–12 Visual Arts Professional Educator License. The MAT program advances critical citizenship in public schools by enabling teachers and their students to construct meaning and connect knowledge through inquiry and production of visual culture. Teacher candidates in the MAT program learn discourses and performative practices to interpret and teach visual culture while fostering social and political empowerment for all students. In this sense, the MAT program promotes agency and social change by emphasizing activism, advocacy, egalitarianism, professionalism, and social responsibility.

The MAT curriculum connects theoretical knowledge, everyday experiences, social critique, and creative expression through structured and sequenced coursework, field experiences, research, and thesis production. Teacher candidates begin their coursework with seminars that investigate connections between experiences inside and outside of public schooling within a larger framework of cultural and historical analysis. These seminars provide a common ground for teacher candidates to understand art, education, and
curricula as both products of history and potential sites for cultural change. Graduate art education teacher candidates exchange ideas, build relationships, and confront critical issues during the seminar coursework.

In the following semesters, MAT teacher candidates expand their inquiry, production, and experience through curriculum development, field experiences, and research methodologies. Teacher candidates also pursue study through their electives in advanced art/design history, studio, or art/design analysis. Curriculum development explores cultural production, assessment, evaluation, and pedagogical methods for elementary, middle and secondary education. MAT teacher candidates apply their curriculum development through fieldwork in established elementary and secondary programs. Teacher candidates are required to gain more than 600 hours of pre-clinical and clinical teaching experiences under the supervision of a cooperating teacher and Art Education faculty member. In addition, MAT teacher candidates pursue relevant research and praxis that culminates in the production of a master’s thesis. The MAT thesis offers teacher candidates an excellent opportunity to develop a matrix of connections between personal interest and experience, professional development and praxis, discursive and performative practices, and historical and contemporary scholarship. Teacher candidates are encouraged to explore innovative approaches to research and documentation including participatory and action research, interactive and collaborative projects, and performative and new media based presentations. Teacher candidates usually complete the 48 credit MAT program in four semesters.

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 of 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

Core Elements of the Program Philosophy and Conceptual Framework
As SAIC teacher candidates advance through the MAT program they focus on a core set of elements: (1) context and community, (2) knowledge and experience, (3) critical thought and reflection, and (4) practice and evaluation. These four elements form the core philosophy and structuring logic of our art education teacher preparation programs. These elements are embedded in a curriculum that includes studio, art history, liberal arts, professional education classes, and fieldwork experiences. Teacher candidates have in-depth knowledge of art, visual culture, technology and other content areas to inform pedagogical theories and practices directly related to National, State, and local standards. Throughout the programs, teacher candidates explore the functions and purposes of art education and investigate connections between experiences inside and outside of public schooling within a larger framework of cultural and historical analyses. In this sense, teacher candidates understand art and other forms of visual culture, education, and curricula as both products of history and potential sites for cultural change.

Context and Community
The SAIC Art Education Department is committed to meaningful learning and teaching in a culturally diverse and ever changing society. Teacher candidates understand that communities are constructed and realize the benefit of partnering with faculty, staff, students, families and local representatives to develop, expand and sustain ethical teaching and learning communities (Blandy and Hoffman, 1993; Gilbert, 2014; Mesa-Bains, 1995; Neperud, 1995; Popkewitz, 1992). 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 is multi-modal, a life long process, and occurs both inside and outside the context of schools

Knowledge and Experience
We are committed to preparing teacher candidates through connecting individual experiences with pedagogical and professional knowledge and skills necessary to ensure that all students are learning. 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 (Cahan & Kocur, 1995; Desai, Hamlin and Mattson (Eds.), 2009; Duncum, 2008; Efland, Freedman, & Stuhr, 1996; Gaudelius & Speirs; 2002; Gude, 2007; Pinar, et al, 1992; Ostrow-Seidler, 2011; Quinn, Ploof and Hochtritt (Eds.), 2012; Rosaldo, 1989).

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

Critical Thought and Reflection
We are committed to developing critical thought resulting in inquiring and reflective teachers. Teacher candidates set themselves and their world in question and problematize tacit assumptions, ensuring necessary adjustments to enhance student learning (Ayers, 1993; Delpit, 2013; Duncan-Andrade and Morrell, 2008; hooks, 1996; Greene, 2000; Kincheloe, 1997; Labaree, 2012; MacIntosh, 2007; McCready 2007, 2010; Schubert & Ayers, 1992; Shor, 1992).

The teacher candidate:
• Has a strong foundation in theoretical and conceptual frameworks that integrate research, reflection, technology and practice
• Is teacher as researcher who questions the nature of his/her own thinking
• Uses multiple frames of reference to help conceptualize his/her own position in relationship to students, schools, communities, and the professional field
• Uses critical thought and reflection to create strategies and solutions

Practice and Evaluation
We are committed to multiple forms of teaching and assessment practices that actively engage and have positive effects on student learning. Teacher candidates facilitate student learning of art and other forms of visual culture through clear presentation of content, ideas, and instruction and assess student performance using established rubrics and multiple indicators. (Sweeny (Ed.), 2014)

The teacher candidate:
• Uses a variety of instructional strategies including new media and information technology to encourage students’ development of critical thinking, problem solving, and performance skills
• Applies effective communication skills with parents, students, colleagues, and the public in general
• Makes adjustments to instruction when appropriate
• Collects and analyzes data to improve teaching and learning
ADMISSIONS CRITERIA

Admission deadlines: Fall admission – priority: Jan 15, Fall admission – final: July 15

Prospective candidates to the teacher preparation program 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) motivation, commitment, and ability to learn.

Candidates should plan on submitting the following materials:

1. Completion of 33 semester credits of studio coursework prerequisites. Studio coursework may include courses in ceramics, drawing, graphic design, fibers, painting, performance art, photography, printmaking, sculpture, video and new media, etc. The 33 semester credits should include 12 semester credits of upper division (junior, senior, or graduate-level) studio coursework.

2. Portfolio review

3. Evaluation of the written materials submitted with application.

4. Interview with a teacher preparation program faculty member.

5. Successful completion of the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency, the ACT Plus Writing Test or the SAT Test. If you recently took one of these tests and you are awaiting a test score, please submit your testing registration information with this application.

OTHER ADMISSIONS RELATED INFORMATION

-- MAT 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. Candidates will complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training at the beginning of the teacher preparation program.

-- Candidates must complete a Chicago Public School (CPS) Fingerprint based background check at the very beginning of the program. If the results of the teacher candidate’s background check do not meet Chicago Public School district’s standards, the candidate will not be allowed to remain in the program.

-- Candidates may be conditionally admitted at the department’s discretion.

-- Candidates will not be able to register for the third semester of the teacher preparation program if the TAP test or its equivalent has not been completed.

Please refer to the SAIC Graduate Catalog for specific admissions procedures and necessary materials. Call our Admissions Office at (312) 899-5219 to order a catalog.
GENERAL PROGRAM REQUIREMENTS

Teacher candidates must complete the MAT degree within four years.

- A minimum of 42 credit hours must be completed at the SAIC.
- Up to 6 hours of graduate-level transfer credits may be requested at the time of application and are subject to approval at that time only. No transfer credit will be given for pre-requisite work.
- Teacher candidates must successfully complete their thesis projects prior to graduation and recommendation for licensure.

ACADEMIC POLICIES

No Credit and Incomplete

Teacher candidates who fail to complete course requirements in a satisfactory fashion will receive a final assessment of NCR (No Credit). Grades of INC (incomplete) are granted by the instructor only if the instructor believes that the Teacher candidate’s reason for the request is justified. Furthermore, teacher candidates receiving an incomplete should have attended the majority of classes as well as regularly completed assignments prior to the last day to officially withdraw from the class. It is the responsibility of the teacher candidates to contact the instructor regarding the completion of the incomplete grade. Incompletes must be changed within the first two weeks of the following regular semester or the grade automatically changes to NCR (no credit).

Teacher candidates requesting an INC must complete the INC Request Form (on Canvas) and submit this form to their professor no later than two weeks prior to the completion of the course.

Dismissal from the MAT

In addition to following all SAIC graduate academic and administrative policies and guidelines regarding retention and dismissal (please see SAIC Bulletin [http://www.saic.edu/media/saic/pdfs/academics/registrationandrecords/2014_BULLETIN.pdf](http://www.saic.edu/media/saic/pdfs/academics/registrationandrecords/2014_BULLETIN.pdf)) candidates must receive “Credit” CR to indicate successful completion of each course required for the MAT program. If a candidate receives “No Credit” (NCR) for any one required MAT course, including electives, that candidate must take that course again and will be placed on departmental probation for the remainder of the program. In the case of Apprentice Teaching, a committee (comprised of Art Education faculty) determines whether the candidate may elect to re-enroll in Apprentice Teaching. Any subsequent NC for any required Art Education course will result in dismissal from the MAT program. If a candidate receives two NC’s in any required MAT coursework in any given semester, that candidate will be required to leave the program.
### MAT CURRICULUM OVERVIEW

<table>
<thead>
<tr>
<th>AREA</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Preparation Core</td>
<td>24</td>
</tr>
<tr>
<td>Pre-clinical Fieldwork and Apprentice Teaching</td>
<td>12</td>
</tr>
<tr>
<td>Thesis Research/Thesis II</td>
<td>6</td>
</tr>
<tr>
<td>Electives in Art/Design History, Studio, or Art/Design Analysis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### MAT COURSE SEQUENCE

<table>
<thead>
<tr>
<th>SEMESTER I (Fall)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Curriculum: The Politics and Pedagogy of Curricula</td>
<td>3</td>
</tr>
<tr>
<td>Histories, Theories, and Philosophies of American Public Education</td>
<td>3</td>
</tr>
<tr>
<td>Doing Democracy: Pedagogies of Critical Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>Ethical and Pedagogical Issues: Cultural Workers and the Public Sphere</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER II (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Instruction: Resources and Methods</td>
<td>3</td>
</tr>
<tr>
<td>Psychological, Sociological, and Phenomenological Approaches to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Cyberpedagogy</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Art Education Thesis: Research as Social Inquiry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III (Fall)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Approaches to Production</td>
<td>3</td>
</tr>
<tr>
<td>Fieldwork: Elementary and Secondary Experiences</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Art/Design History, Studio, or Art/Design Analysis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER IV (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprentice Teaching</td>
<td>9</td>
</tr>
<tr>
<td>Thesis II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

| **Total Credits**                                                              | **48**       |
PRE-CLINICAL AND CLINICAL EXPERIENCES PLACEMENT

Each candidate works with a minimum of two cooperating teachers in schools throughout their internship experience. The Department of Art Education places teacher candidates in both pre-clinical experiences and clinical practice with accomplished art educators who are jointly selected by the department and partnering schools.

Selection of sites is made in cooperation with the placement coordinator and is dependent upon site availability, the candidate’s interests, and the logistical concerns. Placement is restricted to Chicago and surrounding suburbs. Candidates are responsible for transportation to and from their sites. Final decision on teaching sites is at the discretion of the Department of Art Education.

PRE-CLINICAL FIELDWORK OVERVIEW

During Fieldwork: Elementary and Secondary Experiences (ARTED 6190) candidates spend one day a week for ten weeks in elementary and secondary schools. Throughout pre-clinical fieldwork, teacher candidates observe, assist, instruct, and assess K-12 students. SAIC faculty visits and assesses the teacher candidate once during each elementary and secondary pre-clinical site placement. Candidates in Fieldwork: Elementary and Secondary Experiences (ARTED 6190) also attend a weekly seminar-style class.

CLINICAL EXPERIENCES/APPRENTICE TEACHING OVERVIEW

In Apprentice Teaching (ARTED 6290) candidates are fully immersed in learning environments; candidates spend 35 hours a week for fourteen weeks in elementary and secondary schools (seven weeks at each site). SAIC faculty visits and assesses the teacher candidate twice during each elementary and secondary pre-clinical site placement. Candidates in Apprentice Teaching (ARTED 6290) attend a weekly seminar-style class.

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: teacher candidate preparation; teacher candidate motivation and effectiveness; teacher candidate communication skills; assessment, evaluation, reflection and adaptation; creation of a democratic classroom; integration of contemporary art, contemporary issues, and production; teacher candidate professionalism and teacher candidate responsibility.

The assessment procedures include, but are not limited to, faculty and cooperating teacher observations, ongoing conferences, written evaluations from supervisors and cooperating teachers, and assessment of lesson and unit plans, teaching portfolios, reports, papers, art projects, personal art work, journal entries, and resumes.
CRIMINAL 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 or observe classrooms where minors are present until the Chicago Public School district has approved the background check.

Teacher candidates will complete another fingerprint based background check at the beginning of the pre-clinical fieldwork semester. This background check is part of the Chicago Public Schools Student Teacher registration process and is required by all teacher candidates prior to the final student teaching semester. The results of this background check will be sent directly to Chicago Public Schools. No teacher candidates will be allowed to enter or observe classrooms where minors are present until the Chicago Public School district has approved the background check.

The background checks will cost approximately 60 dollars each; the candidate is responsible for these fees. If the results of the teacher candidate’s background check do not meet Chicago Public School district’s standards, the candidate will be dismissed from the MAT teacher preparation program.

When applying for the State of Illinois K–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 tax evasion. Applicants must also disclose whether they have had a teaching license denied, suspended, or revoked. Student loans in default, without an established repayment plan, must also be reported.

SCHOOL DISTRICT REGISTRATION

Candidates must register with the Chicago Public School district before both pre-clinical and clinical experiences. The registration process includes an application, TB testing, and a fingerprint-based background check. Candidates who are student teaching in suburban districts may have to complete a separate registration processes. Candidates are responsible for all fees associated with TB tests, physicals, background checks, etc.

OTHER PRE-CLINICAL AND CLINICAL PRACTICES INFORMATION

Assignment to Apprentice Teaching (ARTED 6290) is dependent upon successful completion of the following program requirements:

--Candidates must complete all thesis coursework and teacher preparation coursework before enrolling in Apprentice Teaching (ARTED 6290)
--Apprentice teaching is completed during the last, or second to last, semester of study at SAIC.
--Candidates must have a passing score on the ILTS Visual Arts Content Area Test by November 15th of the pre-clinical semester.
ILLINOIS LICENSURE TESTING SYSTEM TESTS/edTPA ASSESSMENT

Candidates must pass two Illinois Licensure Testing Systems (ILTS) tests to graduate and qualify for the State of Illinois K–12 Visual Arts Professional Educator License. Candidates are also required to complete the edTPA clinical practice assessment. See the chart below for specific testing information.

<table>
<thead>
<tr>
<th>Test</th>
<th>Date for Passing Score</th>
<th>Validity Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILTS Test of Academic Proficiency (400)</td>
<td>To be completed before the first semester of the teacher preparation program.</td>
<td>Valid indefinitely</td>
</tr>
<tr>
<td>ILTS Visual Arts Content Area Test (145)</td>
<td>To be completed before Nov. 15 of the Fieldwork (second) semester.</td>
<td>Test scores from this test may be not be more than 10 years old when applying for one’s Professional Educator License.</td>
</tr>
<tr>
<td>edTPA Clinical Practice Assessment</td>
<td>To be completed during the Apprentice Teaching semester.</td>
<td>Unknown at this point in time.</td>
</tr>
</tbody>
</table>

- Information about the two ILTS tests listed above may be found at the following address: http://www.il.nesinc.com/

- Candidates may use ACT PLUS WRITING or SAT scores in lieu of a passing TAP score. In order to use these scores the Illinois State Board of Education (ISBE) requires:
  
  a) A composite ACT Plus Writing of 22 and a combined English/Writing score of 19 on scores before 9/1/2015. A composite ACT Plus Writing of 22 and a Writing score of 19 on scores after 9/1/2015 or
  b) a composite (mathematics and critical reading) SAT score of 1030 and a score of 450 on the writing section.
  c) The candidates should review their unofficial scores with the Licensure Specialist; this SAIC official will help you submit the scores to ISBE.

- 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.

- Fees: Candidates are responsible for all fees related to testing and the edTPA assessment.

- Candidates are required to take the edTPA assessment while enrolled in the MAT program. Candidates are also required to retake the edTPA once if they do not pass the initial edTPA assessment review. Passing scores on the edTPA assessment are required for the State of Illinois Professional Educator License, but not the conferral of the MAT degree. Candidates who complete the degree requirements, but do not pass the edTPA assessment and subsequent retake, will have the following qualifier posted on their transcript: “Candidate is not eligible for the State of Illinois Professional Educator License at this time.” The qualifier will be removed after the candidate meets all current State of Illinois Professional Educator License requirements.
RECOMMENDATION FOR LICENSURE

Individuals who successfully complete the Master of Arts in Teaching program may apply for the State of Illinois K–12 Visual Arts Professional Educator License. To be eligible for teacher licensure and the MAT degree candidates must meet the following criteria:

1. Teacher candidates must successfully complete all program requirements as specified in this Handbook and Information Packet. This includes all coursework, ILTS tests, the edTPA assessment, assessment evaluation forms, etc.

2. The Licensure Specialist will review the Electronic Licensure Information System with the candidates at the end of the student teaching semester. Candidates will complete the necessary ISBE grade verification form at that time.

3. Teacher candidates will not be eligible to apply for licensure if they fail to successfully complete any requirement for the MAT program. Teacher candidates cannot retroactively complete any requirements for the MAT program after departing SAIC.

4. It is strongly recommended that teacher candidates successfully completing the MAT program apply for licensure immediately following completion of the degree, regardless of future teaching plans. Failure to do so may render the 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.

* Candidates should be aware that 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.
TITLE II ANNUAL SCORE REPORTING

The following information is provided in accordance with Title II of the Higher Education Act, section 207(f)(2).

The table below reflects the summary pass rates of program completers from the last three academic years. Per State of Illinois K–12 Visual Arts Professional Educator License requirements, these candidates took the ILTS 400 Test of Academic Proficiency, the 145 Visual Arts Content Test, and the 104 K-12 APT test.

<table>
<thead>
<tr>
<th>ILTS Test</th>
<th>Number Taking Tests</th>
<th>Number Passing Tests</th>
<th>Percentage Passed</th>
<th>State Average Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All program completers, 2013-14</td>
<td>21</td>
<td>21</td>
<td>100%</td>
<td>n/a</td>
</tr>
<tr>
<td>All program completers, 2012-13</td>
<td>12</td>
<td>12</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>All program completers, 2011-12</td>
<td>21</td>
<td>21</td>
<td>99%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Number of hours required before student teaching | 90
Number of hours required from student teaching  | 490
Number of full-time equivalent faculty in supervised clinical experience during this academic year | 1
Number of full-time equivalent faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 50
Number of students in supervised clinical experience during this academic year | 23

22 teacher candidates completed the teacher preparation program during the 2013-2014 academic year.

Contact the Department of Art Education for more information on the SAIC Title II report.
TEACHER CANDIDATE DISPOSITIONS

Each disposition is designed to enable and support the possibilities of candidates through a process of critically considering their emerging perspectives relative to all students in the contexts where they work. This philosophy directly extends from the institutional mission of The School of the Art Institute through the complementary lenses of the mission and vision of the Unit, critical citizenship in visual culture. The summation of the philosophy’s elements (teaching, learning, purposes, goals, understandings, abilities and personifications) identify and articulate to teacher candidates the values, commitments, and professional ethics they are responsible for knowing. These dispositions have been constructed to meet the needs of teacher candidates while also addressing the Unit’s standards as well as that of our accrediting bodies.

**Prepared:**
- Teacher candidate uses classroom facilities, prepares materials, and manages time so that students are able to meet the goal of the intended lesson.
- Teacher candidate has previewed all lessons and teacher exemplars with cooperating instructors before teaching any lessons.
- Teacher candidate demonstrates a thorough understanding of professional and pedagogical knowledge and skills relevant to student needs.
- Teacher candidate demonstrates a thorough understanding of preparation by maintaining a clean and effective learning environment.

**Critically Engaged:**
- Teacher candidate uses examples of/from contemporary visual culture (visual material produced, interpreted, or created and which has, or is given, functional, communicative and/or aesthetic intent including architecture, artwork, personal, public, corporate and popular images, computer environments, and other images) that are responsive to the needs of students and relevant to their lives.
- Teacher candidate engages students in the study, interpretation, critique, and production of visual culture in a symbiotic relationship informed by contemporary social and cultural issues.
- Teacher candidate focuses on content and form, social and personal issues, historical and contemporary images and ideas, and allows students to construct meaning for themselves.
- Teacher candidate uses school, family, and community contexts to connect concepts and production to students’ prior experience and apply the learning to real-world problems.

**Motivating:**
- Teacher candidate is enthusiastic, interested, and exhibits intellectual vitality and sensitivity to teaching.
- Teacher candidate has developed various ways of motivating and maintaining student interest such as changing presentation style for given content material, gathering and introducing new visuals, providing relevant research, and integrating outside resources and expertise from the school community to enhance students’ learning.
- Teacher candidate has developed problems that challenge students’ wide-range of intellect and abilities and effectively guides students to think and work independently.

**Communicative:**
- Teacher candidate facilitates student learning through clear presentation of content, ideas, and instruction.
- Teacher candidate engages students in effective inquiry through relevant and critical questioning and response.
- Teacher candidate demonstrates and models effective production activities, making sure each student can see, hear, and respond to instruction and techniques that help facilitate the learning process.
• Teacher candidate engages students from different age, ethnic, gender, socio-economic, language, and religious groups appropriately.
• Teacher candidate reflects on their communication skills and makes necessary adjustments to enhance student learning.

Professional:
• Teacher candidate exhibits an outstanding attitude towards, and commitment to teaching.
• Teacher candidate exhibits appropriate professional qualities in appearance, demeanor, promptness, and dependability.
• Teacher candidate has developed positive and professional working relationships with faculty, staff, students and parents in their school environment.
• Teacher candidate is open to suggestion and has the ability to self-assess and makes corrections when necessary.
• The teacher candidate is reliable and consistent in their teaching practices.

Reflective:
• Teacher candidate considers exceptionalities when developing their lessons and uses multiple forms of assessments, such as group critique, student self-evaluation and rubrics.
• Teacher candidate demonstrates the ability to reflect on all aspects of teaching and learning; puts issues in context, articulates multiple meanings, understands implications for practice.
• Teacher candidate uses self-evaluation to determine her effectiveness in achieving the goals and objectives of the lesson/unit. She restructures and adapts lesson plans based on self-assessment and student feedback.

Fair:
• Teacher candidate recognizes the multiple ways in which student learns and she treats all students fairly, promoting social justice and a democratized learning environment.
• Teacher candidate promotes fairness by encouraging students to dialogue with classmates and offer opportunities for input into content of projects.

Responsible:
• Teacher candidate exhibits a responsible attitude in dealing with peers, colleagues, faculty, students, school personnel, parents, and cooperating teachers. This includes timely and appropriate communications, actions, and attitudes and participation in a wide range of activities related to teaching.
• Teacher candidate’s involvement in the Cooperating Teachers’ classroom increases throughout clinical experiences. By Week 6 and Week 7, the teacher candidate should exhibit full latitude and ownership of the content of the lessons and handle 100% of the cooperating teacher’s load and accompanying duties including assessment and attendance at faculty, committee and parent meetings.
UNIT’S GATE ASSESSMENT SYSTEMS

The assessment system of the teacher preparation program is designed to have four clear gates that teacher candidates must successfully enter into, remain in, complete all requirements, and exit from, in order to complete the degree program and be eligible for the State of Illinois K–12 Visual Arts Professional Educator License. The art 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 four gates are:
1. Admission into either the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE) or the Master of Arts in Teaching (MAT) program.
2. Admission into pre-clinical experiences (ARTED 4390/6190 Fieldwork: Elementary and Secondary Experiences).
3. Admission into clinical experiences (ARTED 4490/6290 Apprentice Teaching).
4. Exit from either the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE) or the Master of Arts in Teaching (MAT) program, prior to recommendation for licensure.

At each gate, teacher candidate information is assessed to make sure that s/he has achieved an acceptable level of accomplishment at these specific points in the program.

GATE 1:
To ENTER Program (BFAAE or MAT)

- Prospective candidates to both the undergraduate and graduate teacher preparation programs are assessed using multiple indicators including: 1) prior academic performance; 2) knowledge and skills in art; 3) knowledge of visual culture, art history and related disciplines; 4) motivation, commitment, and ability to learn.
- Each prospective candidate is assessed during the application process using an assessment form to rate the depth and breadth of the applicant’s experience. This application rating process considers these elements: academic background, visual portfolio, writing samples, letter(s) of reference, and a formal interview with the director of the appropriate teacher preparation program (either BFAAE or MAT).
- BFAAE applicants are required to be at least a junior standing or equivalent.
- MAT applicants are required to have a Bachelor’s degree in Fine Art or equivalent from an accredited institution.
- A rigorous transcript analysis is also conducted during the application process. All prospective candidates must meet institutional requirements for admission to undergraduate and graduate programs.
- Candidates are expected to complete the majority (70%) of their pre-requisite coursework before entering the program.
- Each prospective candidate must successfully complete the Illinois Licensure Testing System’s Test of Academic Proficiency #400. Candidates may be eligible to use ACT Plus Writing and SAT test scores in lieu of the TAP test.
- Prospective candidates may be conditionally admitted at the department’s discretion.
• BFAAE and MAT prospective candidates are also required to complete a fingerprint based background check for the Chicago Public Schools.
• Prospective candidates complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training at the beginning of the teacher preparation program.

GATE 2:
To ENTER Fieldwork: Elementary and Secondary Experiences (ARTED 4390/6190)

• Teacher candidates must pass all classes and exhibit competence and desired dispositions prior to entering into ARTED 4390/6190 Fieldwork: Elementary and Secondary Experiences.

GATE 3
To ENTER Apprentice Teaching (ARTED 4490/6290)

• Before entering Gate 3, candidates must successfully complete the Content Area Test for Visual Art (#145). Candidates will not be able to register for ARTED 4490/6290 Apprentice Teaching if this test is not passed.
• Candidates are assessed in a variety of forms in pre-clinical practice, during the course ARTED 4390/6190 Fieldwork: Elementary and Secondary Experiences, using established rubrics including essays, papers, art projects, personal artwork, journals, self-reflective digital process-portfolios, faculty observations and lesson and unit plans.
• Candidates must pass all classes and exhibit competence and desired dispositions during pre-clinical sessions prior to clinical teaching.
• Cooperating Teachers, the Chicagoland area schoolteachers that the teacher candidates are placed with, complete timesheets to assure their attendance and satisfactory observation.
• Candidates are evaluated in pre-clinical experiences by their cooperating instructor and their SAIC supervising instructor. Each pre-service teacher candidate is visited on-site by unit faculty during the pre-clinical semester. The evaluations, supplied by the Unit, ask each cooperating teacher to rate the teacher candidate on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in 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 (II.B.3.i.-viii.). The evaluations are shared with candidates and archived in the candidates file. A candidate self-evaluation form using the same criteria is completed twice in the semester; once at each placement site.
• A committee comprised of teacher preparation program faculty reviews candidates who fail to successfully complete any part of the Fieldwork: Elementary and Secondary Experiences course. The committee determines whether the candidate may re-enroll in the course.
• Pre-clinical teacher candidate’s lesson plan portfolios are reviewed by faculty.
• Before entering ARTED 4490/6290 Apprentice Teaching candidates need to successfully complete the Chicago Public Schools (CPS) application and registration process. The registration process includes a second background check and a TB test.

GATE 4
To EXIT Program and Licensure Requirements (BFAAE or MAT)

• Candidates are assessed in a variety of forms in clinical practice, during the course ARTED 4490/6290 Apprentice Teaching, using established rubrics including essays, papers, art projects, personal artwork, journals, self-reflective digital process-portfolios, faculty observations and lesson and unit plans.
• Candidates are evaluated in clinical experiences by their cooperating instructor and their SAIC
supervising instructor. Each teacher candidate is visited on-site four times by unit faculty during the clinical semester. The evaluations, supplied by the Unit, ask each cooperating teacher to rate the teacher candidate on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in 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 (II.B.3.i.-viii.). The evaluations are shared with candidates and archived in the candidates file. A candidate self-evaluation form using the same criteria is completed four times during the semester; twice at each placement site.

- A committee comprised of teacher preparation program faculty reviews candidates who fail to successfully complete any part of the Apprentice Teaching course. The committee determines whether the candidate may re-enroll in the course.

- The final tier of assessment requires all teacher candidates to participate in a multi-media, public presentation of their clinical teaching experience. At this time, MAT candidates must additionally present and defend their thesis, a scholarly paper that investigates contemporary issues surrounding K-12 education.

- Fulfill all program, institutional and Illinois State Board of Education requirements.

- Candidates will successfully complete the edTPA clinical requirements before departmental recommendation for licensure. *

- SAIC’s Licensure specialist will entitle the candidate for the Illinois Visual Arts Professional Educator License K-12 Teaching License in Visual Arts for the State of Illinois only after all of the above requirements have been met.

* Please note: See the bottom of page 11 for details about how the edTPA assessment relates to one’s degree.

REFERENCES AND BIBLIOGRAPHY


FOR MORE INFORMATION

To make an appointment with the Director of Master of Arts in Teaching Program, please phone or write:

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The information in this packet is accurate to the best of our knowledge. We reserve the right to correct or change copy without notice. Please refer to the Viewbook, the SAIC Bulletin, the Graduate Catalog and the Student Handbook for official information about other academic programs and requirements. 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, handicap, color, creed, national origin, religion, race, sex, or sexual preference 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.