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School of the Art Institute of Chicago
Traditional Program

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Institution Information

Name of Institution: School of the Art Institute of Chicago
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Illinois

Address: 37 S. Wabash #713 P

Chicago, IL, 60603

Contact Name: Mr. Isak Applin
Phone: 312 899 7482
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Visual Arts	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Junior year Graduate Level

Yes

Provide a link to your website where additional information about admissions requirements can be found:
 BFAAE: <http://www.saic.edu/academics/undergraduatedegrees/bfaae/> MAT: <http://www.saic.edu/academics/>

Please provide any additional comments about or exceptions to the admissions information provided above:

Undergraduate Bachelor of Fine Arts in Art Education (BFAAE) candidates choose the BFAAE major when applying to SAIC. Departmental orientation begins candidate's sophomore year, candidates attend group BFAAE information meetings and begin consulting the departmental program advisor during this time. Candidates complete a departmental application and enter the teacher preparation course sequence in their junior year.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	No	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Portfolio of Artwork	Yes	No

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2013-14

-6

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

-6

Please provide any additional comments about the information provided above:

The BFAAE program requires a passing Illinois Test of Academic Proficiency (TAP) Score for full admittance into the teacher preparation program. ACT Plus SAT scores may be used in lieu of TAP test scores.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

	required for entry	required for exit
Transcript	Yes	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	No	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Portfolio of Artwork	Yes	No

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2013-14

-6

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

-6

Please provide any additional comments about the information provided above:

The MAT program requires a passing Illinois Test of Academic Proficiency (TAP) Score for full admittance into the teacher preparation program. ACT Plus V SAT scores may be used in lieu of TAP test scores.

The Master of Arts in Teaching Candidates must complete a Master's level thesis before their degree is conferred.

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of student ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	42
Unduplicated number of males enrolled in 2013-14:	4
Unduplicated number of females enrolled in 2013-14:	16

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	3
Race	
American Indian or Alaska Native:	0
Asian:	5
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	10

Two or more rows.

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	90
Average number of clock hours required for student teaching	490
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	50
Number of students in supervised clinical experience during this academic year	23

Please provide any additional information about or descriptions of the supervised clinical experiences:

SAIC student teachers worked with 3 Adjunct/Part Time faculty clinical supervisors and 47 cooperating teachers during the 2013-14 academic year.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	22
Teacher Education - Agriculture	
Teacher Education - Art	22
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared is number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (5205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	1
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	21
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2013-14: 22

2012-13: 13

2011-12: 21

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three years.

Did your program prepare teachers in mathematics in 2013-14?

No

How many prospective teachers did your program plan to add in mathematics in 2013-14?

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

No

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

No

How many prospective teachers does your program plan to add in mathematics in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall quantify goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

No

How many prospective teachers did your program plan to add in science in 2013-14?

Did your program meet the goal for prospective teachers set in science in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

No

How many prospective teachers does your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of the years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

How many prospective teachers does your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentary evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on current and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

SAIC assures that training provided to candidates is linked with the needs of new teachers and local school districts through participation in the Teacher Learning Network (TEN) that shares professional expertise and resources. TEN members include a diverse community of school partners who collectively design, implement, and evaluate field experiences and clinical practice so that SAIC teacher candidates develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

The Unit's Conceptual Framework expresses a commitment to the development of educators who engage through curriculum and pedagogy social, cultural, and political contexts in relationship to self, community, and the world. All candidates complete core coursework and field experiences in urban and outer-suburban schools with diverse student and faculty populations that address the needs of students with disabilities, students from low-income families and those with limited English Proficient and English Language Learners. Candidates use a variety of instructional strategies to support the needs of all learners in developing critical thinking, problem solving and performance skills.

Section III Assessment Pass Rates

Assessment code - Assessment name	Number	Avg.	Number	Pass
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Test Company Group	taking tests	score	passing tests	rate (%)
104 -APT: GRADES K-12 Evaluation Systems group of Pearson Other enrolled students	3			
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	21	265	21	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2012-13	12	262	12	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2011-12	21	267	21	100
102 -APT: GRADES K-9 Evaluation Systems group of Pearson Other enrolled students	1			
096 -BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson All program completers, 2011-12	13	275	13	100
302 -BASIC SKILLS LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	8			
303 -BASIC SKILLS MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	8			
301 -BASIC SKILLS READING COMPREHENSION Evaluation Systems group of Pearson All program completers, 2011-12	8			
304 -BASIC SKILLS WRITING Evaluation Systems group of Pearson All program completers, 2011-12	8			
145 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	16	261	15	94
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	21	267	21	100
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2012-13	12	262	12	100
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2011-12	21	265	21	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	21	21	100
All program completers, 2012-13	12	12	100
All program completers, 2011-12	21	21	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

NASAD

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning when applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Teacher candidates take courses that include four-dimensional, or time arts, design or Cyberpedagogy. Faculty employ digital technology in most art education courses through online portfolios and blogs, lessons prepared using digital technologies, videotaped examples of teaching, placement reflections and recorded lessons posted through email and on course homepages using SAIC's Canvas and Digation platforms. In the courses Fieldwork: Elementary and Secondary Experience and Apprentice Teaching, there are multiple assignments that require the representation and analysis of processes through digital portfolios, digitally-based presentations (PowerPoint, Keynote, Digital Video) that introduce and enhance lessons, and a final public presentation that incorporates a variety of high technologies. We regularly discuss our use of technology and provide programming using technological tools such as a video and digital presentations with Education Network (TEN) members at our meetings. TEN is our outside advisory board made up of cooperating teachers, alumni, and professionals in the field.

Since Fall 2010, SAIC faculty and students have been utilizing Digation, a digital platform to collect, manage and analyze data to improve teaching and learning. This system has been extensively integrated into teacher preparation program courses, allowing the Unit to advance and deepen the use of technology for design, implementation, and assessing their work in teacher preparation program courses to improve teaching and learning. Since Fall 2013, SAIC faculty and students have been utilizing Canvas, an online teaching and learning portal that provides course homepages for all courses in the department.

All teacher candidates are required to integrate technology into their curriculum, and to use it for instruction in the classroom during their Fieldwork and Apprentice Teaching semesters. Teacher candidates in these courses design and implement lesson plans and curricula that introduce students to apps, online mapping, and other digital technologies. Teacher candidates videotape themselves during their final Apprentice Teaching semester and reflect on the viewing of their own teaching (a protocol provided in the seminar course). They share this work with their SAIC faculty supervisors and peers in the seminar classes, the graduate theses (for teacher candidates), through the digital learning management platform and their teaching portfolios. They also document their students' artwork, and their teaching in the classroom, using digital technology to support student achievement through the improvement of their teaching and learning. The media center supports the free access and availability of digital tools for our students' use throughout their time in the teacher preparation program.

In the Spring semesters of 2014 and 2015, we also implemented an edTPA pilot where students prepared, demonstrated, assessed, and reflected upon their Apprentice Teaching experiences. In these pilots, teacher candidates created and organized digital files and had the opportunity to reflect upon how they integrated technology into their lessons by collecting data, managing data, and analyzing data to effectively answer the edTPA prompts. These pilot also included a recorded lesson and a reflective analysis based on edTPA protocols.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the elements listed above are not currently in place.

Sociological, and Phenomenological Approaches to Teaching course investigates historical and current theories and philosophies of human growth and d creativity, artistic development, cognition, disabilities, differentiated instruction, social and emotional learning, and culturally responsive curriculum. Coi field trips and observations in special education learning environments inform both the development of critical frameworks for considering the social co disabilities, and the practical application of these frameworks. Each year, teacher candidates in this course visit Wilma Rudolph Learning Center, a K-8 scl Chicago serving students with special hearing, vision, and mobility needs. The Curriculum and Instruction, Cultural Approaches to Production, Fieldwork: and Secondary Experiences and Apprentice Teaching courses include lesson planning that considers accommodations and modifications for exceptional : including students with disabilities, through differentiated instruction and curricular adaptations. The program prepares teacher candidates to work with Teachers in reviewing 504 and Individualized Education Program plans during the Fieldwork: Elementary and Secondary Experiences, and Apprentice Tea courses.

In the Cultural Approaches to Production course, teacher candidates prepare lessons by strategizing and planning for work with ESL and ELL students thru classroom observations and supported by discussions and relevant readings and videos. Each semester, members of this class teach, along with the SAIC instructor, at a K-8 dual language immersion school in Chicago. During this directed field experience, teacher candidates are able to link theory to practic meaningful way that positively informs effective teaching strategies for limited English proficient students. All candidates are placed in Chicago Public S outlying area schools that have a high percentage of ELL and ESL students. During all three levels of teacher education coursework teacher candidates de plans and teaching strategies that support literacy and address the needs of English Language Learners.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
NA
- participate as a member of individualized education program teams
NA
- teach students who are limited English proficient effectively
NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effe including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individ Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of t elements listed above are not currently in place.

SAIC does not have a special education teacher preparation program.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The School of the Art Institute of Chicago (SAIC) is accredited by the National Association of Schools of Art and Design (NASAD) the national accrediting a; and design and art and design-related disciplines, primarily at the collegiate level and the Higher Learning Commission (HLC), North Central Association. 2013, SAIC underwent an on-site visit and review of the Self-Study report during a re-accreditation review by NASAD and HLC. During this review, the tea commended the Unit on the assessment process as it supported teacher candidate learning. Both HLC and NASAD have conferred another ten-year accre the School of the Art Institute of Chicago. SAIC undergraduate teacher candidates must achieve at least average performance in the Fieldwork: Elementar Secondary Experiences and Apprentice Teaching courses (the traditional grade equivalent of a C) in order to earn CR (credit). Graduate teacher candidate achieve the traditional grade equivalent of a B or better within the same courses in order to earn CR (credit). The pre-clinical and clinical teacher candida assessed at multiple points in the program with a numeric and narrative based evaluation process. These assessments use a 1-5 Likert scale to measure c progress. Scores of 5 correspond with the letter grade A, 4 equals letter grade B, etc. Undergraduate clinical candidates with final evaluation averages be Apprentice Teaching course may not be eligible to be recommended for teacher licensure. Graduate clinical candidates with final evaluation averages be same course may not be eligible to be recommended for teacher licensure. A committee comprised of art education faculty reviews instances when teac candidates fail to successfully complete any part of the Fieldwork: Elementary and Secondary Experiences or Apprentice Teaching courses. The committe whether the candidate may re-enroll in either course, or complete additional practicum experiences in order to successfully pass the course.

Supporting Files

Complete Report Card

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