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School of the Art Institute of Chicago
Traditional Program

2017 | Title II Reports

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AY 2015-16

Institution Information

Name of Institution: School of the Art Institute of Chicago
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Illinois

Address: 37 S. Wabash #713 I

Chicago, IL, 60603

Contact Name: Ms. Valerie Vasquez

Phone: 312 899 7482

Email: vvasqu@saic.edu

Is your institution a member of an HEA Title III Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oiii/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 Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oiii/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

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

BFAAE: www.saic.edu/academics/undergraduatedegrees/bfaae/ or saic.edu/graduatedegrees/mat/

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

Full Websites above:

MAT: <http://www.saic.edu/academics/graduatedegrees/mat/>

Undergraduate Bachelor of Fine Arts in Art Education (BFAAE) candidates choose the BFAAE major when applying to SAIC. Departmental orientation begins in the candidate's sophomore year, candidates attend group BFAAE information meetings and begin consulting the departmental program advisor during this time. BFAAE 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 2015-16

-6

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

-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 Writing and 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.

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	Yes	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 2015-16

-6

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

-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 Writing and 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 students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to 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 III 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 is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2015-16:	36
Unduplicated number of males enrolled in 2015-16:	4
Unduplicated number of females enrolled in 2015-16:	32

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	9
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	19
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	22
Number of students in supervised clinical experience during this academic year	10

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the 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 more than 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	
Teacher Education - Agriculture	
Teacher Education - Art	14
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 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(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	14
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	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	

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:

2015-16: 14

2014-15: 9

2013-14: 22

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 set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(iii), §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 academic years.

Academic year 2015-16

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

No

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

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

NA

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 2016-17

Is your program preparing teachers in mathematics in 2016-17?

No

How many prospective teachers did your program plan to add in mathematics in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

No

How many prospective teachers does your program plan to add in mathematics in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(iii), §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 science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

No

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

Did your program meet the goal for prospective teachers set in science in 2015-16?

NA

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 2016-17

Is your program preparing teachers in science in 2016-17?

No

How many prospective teachers did your program plan to add in science in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

No

How many prospective teachers does your program plan to add in science in 2017-18?

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 annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(iii), §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 three academic years.

Academic year 2015-16

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

No

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

Did your program meet the goal for prospective teachers set in special education in 2015-16?

NA

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 2016-17

Is your program preparing teachers in special education in 2016-17?

No

How many prospective teachers did your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Will your program prepare teachers in special education in 2017-18?

No

How many prospective teachers does your program plan to add in special education in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHIE) 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 annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(iii), §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 2015-16

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

NA

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

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 documentation and 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 past hiring 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

SAIC assures that training provided to candidates is linked with the needs of new teachers and local school districts through participation in the Teacher Education Network (TEN) that shares professional expertise and resources. TEN members (mentor teachers), drawn from a diverse network of schools work with SAIC faculty to 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 learners through curriculum and pedagogy social, cultural, economic and political contexts in relationship to self, community, and the world. All candidates complete core coursework and field experiences in urban and outlying area schools with diverse student and faculty populations that address the needs of students with disabilities, students from low-income families and those who are 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 Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2015-16	1			
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	8			
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	21	265	21	100
145-VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	28	263	27	96
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	14	267	14	100
TP015-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	11	54	11	100
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	9			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	21	267	21	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	14	14	100
All program completers, 2014-15	9		
All program completers, 2013-14	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:

State

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 teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- 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 instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic 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, as 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 (time arts) technologies, digitally produced design or a cyber-pedagogy course. Faculty employ digital technology in most art education courses through online portfolios and blogs, lessons prepared using digital technologies, videos of teaching and learning, written reflections and responses posted through email and on course homepages using SAIC's Canvas platforms. In the courses Fieldwork: Elementary and Secondary Experiences and Apprentice Teaching, there are multiple assignments that require the representation and analysis of processes through digital portfolios, digitally-based class presentations (using PowerPoint, Keynote, digital video) that introduce and enhance lessons, and a final public presentation that incorporates a variety of higher-level technologies. We regularly discuss our use of technology and provide programming using technological tools such as video and digital presentations with our Teacher 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 2013, SAIC faculty and candidates have been utilizing Canvas, an online teaching and learning portal that provides course homepages for all courses in the department. This system has been extensively integrated into teacher preparation program courses, allowing the Unit to advance and deepen the use of technology for designing, implementing, and assessing their work in teacher preparation program courses to improve teaching and learning.

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

Since 2014 candidates complete the edTPA student teaching assessment in the spring semester in their final academic year. This assessment portfolio asks teacher candidate's to document their preparation for teaching practices, assessment strategies, and teaching reflection on their student teaching experiences. In this portfolio based assessment, 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. This process also included a video 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 three elements listed above are not currently in place.

SAIC's teacher education program prepares candidates to teach students with disabilities effectively throughout the program. The Histories, Philosophies and Theories of American Public Education course investigates the historical, legal and political realities of teaching students with disabilities, including attention to the Individuals with Disability Act (IDEA) and Every Student Succeeds Act (ESSA). The Psychological, Sociological, and Phenomenological Approaches to Teaching course investigates historical and current theories and philosophies of human growth and development, creativity, artistic development, cognition, disabilities, differentiated instruction, social and emotional learning, and culturally responsive curriculum. Course readings, field trips and observations in special education learning environments inform both the development of critical frameworks for considering the social construction of disabilities, and the practical application of these frameworks. Each year, teacher candidates in this course visit a K-8 school in Chicago serving students with special hearing, vision, and mobility needs. The Doing Democracy course combines the study of critical theory and direct engagement in underserved neighborhoods throughout Chicago in order to prepare candidates to teach in diverse communities. The Curriculum and Instruction, Cultural Approaches to Production, Fieldwork: Elementary and Secondary Experiences and Apprentice Teaching courses include lesson planning with accommodations and modifications for exceptional students, including students with disabilities and students with limited English proficiency. All lessons candidate's teach include differentiated instruction and curricular adaptations for diverse K-12 learners. The program prepares teacher candidates to work with Cooperating Teachers in reviewing 504 and Individualized Education Program plans during the Fieldwork: Elementary and Secondary Experiences, and Apprentice Teaching courses.

In the Curriculum and Instruction course, teacher candidates prepare lessons that include strategizing and planning for work with ESL and ELL students. This is achieved through classroom observations and supported by discussions and relevant readings and videos. Each semester, under the direct supervision of faculty, candidates in this class teach, small groups of students at a K-8 school with a high ELL population or a dual language immersion program within the city of Chicago. During this directed field experience, teacher candidates are able to link theory to practice in a meaningful way that positively informs effective teaching strategies for limited English proficient students. All candidates are placed in Chicago Public Schools and outlying area schools that include students for whom English is a second language. During all levels of teacher education coursework, teacher candidates develop lesson plans and teaching strategies that support literacy and

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 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 three 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 this report 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 agency for art and design and art and design-related disciplines, primarily at the collegiate level and the Higher Learning Commission (HLC), North Central Association. In Spring 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 team commended the Unit on the assessment process as it supported teacher candidate learning. Both HLC and NASAD have conferred another ten-year accreditation on the School of the Art Institute of Chicago. SAIC undergraduate teacher candidates must achieve at least average performance in the content area and teacher preparation program courses (the traditional grade equivalent of a C) in order to earn CR (credit). Graduate teacher candidates must 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 candidates are 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 candidate's progress. Scores of 5 correspond with the letter grade A, 4 equals letter grade B, etc. Undergraduate clinical candidates with final evaluation averages below 3 in the Apprentice Teaching course may not be eligible to be recommended for teacher licensure. Graduate clinical candidates with final evaluation averages below 4 in the same course may not be eligible to be recommended for teacher licensure. A committee comprised of art education faculty reviews instances when teacher candidates fail to successfully complete any part of the Fieldwork: Elementary and Secondary Experiences or Apprentice Teaching courses. The committee determines whether the candidate may re-enroll in either course, or complete additional practicum experiences in order to successfully pass the course.

Supporting Files

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