



Master of Arts in Teaching

2024 - 25

Program Guide

The MAT program at the School of the Art Institute of Chicago prepares teacher candidates to become creative and critical teachers of art, design and visual culture, including licensure to teach Visual Arts PK-12 in Illinois public schools.

Welcome to SAIC Art Education!

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

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

There are three SAIC art education programs:

Master of Arts in Teaching—MAT

Prepares students for careers in art education, including licensure to teach Visual Arts PK-12 in Illinois public schools

Bachelor of Fine Arts with Emphasis in Art Education—BFAAE

Prepares students for careers in art education, including licensure to teach Visual Arts PK-12 in Illinois public schools

Master of Arts in Art Education—MAAE

Prepares students for careers in art education in community settings, art organizations, and museums.

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

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Program Overview

The Master of Arts in Teaching is a full-time, 42 credit hour program that prepares teacher candidates to become creative and critical teachers of art, design and visual culture. The program fulfills requirements for the State of Illinois PK–12 Visual Arts Professional Educator License.

The MAT curriculum connects contemporary art, critical pedagogies, social contexts of education, and visual culture theory with everyday experiences and creative expression. The program includes structured, sequenced coursework, teaching experiences, and research.

Our Conceptual Framework

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

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

Ongoing Conceptual Framework Assessment and Evaluation

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

Core elements of the program philosophy

As SAIC teacher candidates advance through the BFAAE program they focus on a core set of elements: **context and community, knowledge and experience, critical thought & reflection and practice & evaluation.**

These four elements form the core philosophy and structuring logic of our art education teacher preparation programs. **These elements are embedded in a curriculum that includes studio, art history, liberal arts, professional education classes, and practicum experiences.** Teacher candidates have in-depth knowledge of art, visual culture, technology and other content areas to inform pedagogical theories and practices directly related to national, state, and local standards. Throughout the programs, teacher candidates explore the functions and purposes of art education and investigate connections between experiences inside and outside of public schooling within a larger framework of cultural and historical analyses. **In this sense, teacher candidates understand art and other forms of visual culture, education, and curricula as both products of history and potential sites for cultural change.**

01

Context & Community

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

The Teacher Candidate understands:

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

02

Knowledge & Experience

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

The Teacher Candidate understands:

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

03

Critical Thought & Reflection

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

The teacher candidate:

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

04

Practice & Evaluation

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

The teacher candidate:

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

Objectives of the Program

Prepare teacher candidates to demonstrate an understanding of:

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

Prepare teacher candidates to demonstrate the ability to:

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

Admission to the MAT Program

ADMISSION CRITERIA

Applicants to SAIC teacher preparation programs are assessed using multiple indicators including:

- 1) prior academic performance
- 2) knowledge of and skills in artistic production
- 3) knowledge of visual culture, art history and related disciplines
- 4) oral and written language skills
- 5) motivation, maturity and commitment to learning

ADMISSIONS DEADLINE

The first round of applications for the next academic year (MAT program begins in Fall semester only), are due on **January 15th**. Applicants who meet this deadline can be considered for departmental funding. Contact Admissions for information on rolling application deadlines.

APPLYING TO THE MAT PROGRAM

There is an \$90 nonrefundable application fee. The application fee is discounted by 50 percent through December 1st.

Prerequisites: Applicants must complete 27 semester credits of studio coursework before entering the program. Studio coursework may include courses in ceramics, drawing, graphic design, fiber, painting, performance art, photography, printmaking, sculpture, socially engaged practice, etc. The 27 semester credits must include 9 semester credits of upper division (junior, senior, or graduate-level) studio coursework. Applicant's portfolios will be reviewed for knowledge and skills in a minimum of five artistic processes that demonstrate familiarity with 2D, 3D, and time-based and digital media.

Upload two 500- to 1,000-word statements: 1. An autobiographical statement reflecting on your formal and informal education in the arts, work experience in the field of art and culture, and artistic accomplishments. 2. A statement of your reasons for entering into the profession of art education, reasons for applying to the SAIC program, and anticipated future directions for your work in the field.

Submit official college transcript(s).

Two letters of reference are required. You can ask your references to upload their letter to your online application.

A current resume is required for all graduate programs. Upload your resume to the Attachments section in your E-Portfolio application.

Submit a portfolio of your work through Slideroom. Your portfolio should include work that represents your areas of highest achievement in an arts profession as well as examples of the range of your artistic skills. Examples may include visual artworks accompanied by descriptions, creative or scholarly writing, or documentation accompanied by explanatory text of art education projects in schools, museums, or community-based settings.

An interview is required for all applicants to the MAT program. Once your application has been received and is complete, the Admissions Department will notify the Art Education Department to schedule an interview.

Up to 6 hours of graduate-level transfer credits may be requested at the time of application. Acceptance of transfer credits toward the MAT degree are subject to the approval of the SAIC Teacher Education Committee. Transfer credits will not be evaluated or accepted after the student begins the MAT Program.

A more detailed description of the application is available on-line: (<http://www.saic.edu/academics/departments/art-education/master-arts-teaching>).

Other information related to admissions and enrollment

- Accepted students in teacher education programs are referred to as Teacher Candidates.
- All accepted students will sign a Teacher Candidate (Student) Agreement at the beginning of their first semester in the program that signifies their understanding of details and policies within the program guide.
- A minimum of 36 credit hours must be completed at SAIC.
- Candidates have a maximum of four years, from the time they enter the teacher education program, to complete the 42 credit hour MAT program. (This includes time off for leaves from the program.)
- 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 must complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training and have a record of their completed training on file in the Licensure Office at the beginning of the teacher preparation program (before visiting schools).
- Candidates will be instructed on how to complete a Chicago Public School (CPS) Fingerprint-based background check during their initial orientation. If the results of the teacher candidate's background check do not meet Chicago Public School district's standards, the candidate cannot continue in the SAIC Art Education program.
- Candidates will be instructed on how to create their Illinois State Board of Education (ISBE) system account called ELIS. Directions will be provided by the Licensure Specialist.

Please refer to the Graduate Admissions webpage for specific admissions procedures. Contact the SAIC Admissions Office at (312) 629-6100 or gradmiss@saic.edu for more information.

Licensure Information

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

MAT Curriculum Overview

COURSE AREAS	Credit Hours
SAIC Teacher Preparation Core	24
Practicum and Apprentice Teaching	12
Electives in Art/Design History, Studio, or Art/Design Analysis	6
Total Hours for MAT degree	42

MAT Curriculum Overview

1st SEMESTER - Fall	Credit Hours
Practices of Art and Design Education 1: Children & Youth - ARTED 5015	3
Becoming Human: Evolving Conceptions of Human Development - ARTED 5021	3
Ethical and Pedagogical Issues: Cultural Workers and the Public Sphere - ARTED 5105	3
Cyberpedagogy - ARTED 5200	3
Total Semester Credits	12
2nd SEMESTER - Spring	Credit Hours
Practices of Art and Design Education 2: Teens & Adults – ARTED 5900	3
Doing Democracy – ARTED 5125	3
Curriculum Theory, Pedagogy, and Possibilities – ARTED 5011	3
Electives in Art/Design History, Studio, Art/Design Analysis, Visual Critical Studies	3
Total Semester Credits	12
3rd SEMESTER - Fall	Credit Hours
Practicum: Elementary and Secondary Experiences - ARTED 6190	3
Cultural Approaches to Production - ARTED 6100	3
Electives in Art/Design History, Studio, Art/Design Analysis, Visual Critical Studies	3
Total Semester Credits	9
Candidates cannot take Winter Session courses before Apprentice Teaching because timing conflicts with the start date of teaching.	
4th SEMESTER - Spring	Credits
Apprentice Teaching - ARTED 6900	9
Total Semester Credits	9
Total Credits	42

MAT Teacher Preparation Core Course Descriptions

All of the Art Education teacher preparation courses are taken in a specific sequence as listed under the MAT Course Sequence found in this guide. Prerequisites are listed below the course description.

ARTED 5015 (3 credits)

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

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

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

ARTED 5021 (3 credits)

Becoming Human: Evolving Conceptions of Human Development

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

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

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

ARTED 5105 (3 credits)

Ethical and Pedagogical Issues: Cultural Workers in Public Sphere

This course examines theoretical and practical issues implicit in the conceptualization of the public sphere. Teacher candidates explore social theory through historical and contemporary models of community activism, grassroots organizing, and other cultural work in relation to the contested space of the public sphere. Teacher candidates research and develop individual and collaborative creative work including interviews, observations, and proposals for an ethical community-based project. **Prerequisites:** Open to MAT and MAAE students or permission of the instructor.

ARTED 5200 (3 credits)

Cyberpedagogy

Cyberpedagogy introduces pre-service teachers and teaching artists to philosophical, pedagogical, and practical aspects of using emerging technology and media in art making and education. Students will gain a working knowledge of art-making technologies and media appropriate for instruction in the PK-12 classroom and informal learning environments. They will investigate how children and adolescents use emerging technologies and media as an outlet for creative self-expression and cultural production. They will consider the dynamic nature of emerging technologies and media, and its ever-changing implications for PK-12 art teachers and teaching artists.

Students will explore contemporary artists whose work utilizes, explores, and critiques emerging technologies and media. Students will read texts by contemporary theorists that examine how

emerging technologies increasingly mediate social interaction and construct social meaning. Students will explore examples of art curricula that critically incorporates emerging technology and media. Students in this course will work independently and collaboratively on several art projects using a variety of emerging technologies and media. They will also develop lessons for the K-12 art classroom that integrate the critical use of emerging technologies and media to explore acutely relevant social and cultural issues. **Prerequisites:** Open to MAT and MAAE students or permission of the instructor.

ARTED 5011 (3 credits)

Curriculum Theory, Pedagogy, and Possibilities

This course provides an overview of curriculum theory by exploring curricula as historical, cultural, social, and political texts and practices. Students will interrogate the ways in which curriculum often reifies and propagates knowledge, values and beliefs that benefit the dominant culture and reinforce the normalcy of competitive capitalistic ideals, racial hierarchies, oppressive gender binaries, and the exploitation of nature. Critical approaches to curriculum that defy and challenge these hegemonic conceptions of curriculum will be examined. Through the process of these explorations, students will develop an understanding of how curriculum shapes the social, political, emotional, psychological, and physical structures in which teaching and learning occur. Students will learn how to develop multilayered art curriculum that critically addresses urgent and crucial topics and themes that are marginalized by or neglected within much contemporary PK-12 curriculum. Students will read a variety of historically significant and vital contemporary curricular theorists who represent a broad diversity of educational philosophies: educational essentialism; child/student centered curriculum; critical pedagogy; feminist pedagogy; critical race pedagogy; queer pedagogy; culturally sustaining pedagogy. Students will also read texts representative of art education curricular philosophies that evolved congruently with these general educational theories: discipline-based art education; visual culture art education; teaching for artistic behavior; social justice art education. Students will participate in class in a variety of ways – small and large group discussion, active listening, and in-class writing assignments. Students will create speculative art curriculum projects that creatively and critically explore contemporary issues of import in society that are particularly germane to young people in grades PK -12. Students will give presentations that demonstrate their fluency in curriculum theory and development as well as growing mastery of engaging presentation styles and formats. **Prerequisites:** Open to MAT and MAAE students or permission of the instructor.

ARTED 5125 (3 credits)

Doing Democracy

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

ative justice in education, play and free child movements, teacher-led movements, environmental studies, and the fight to defend ethnic studies programs as well as attempts to re-segregate and privatize public schools.

Artists, designers and scholars to be studied include Tonika Lewis, Eve Ewing, Elizabeth Todd-Breland, Jose Resendiz, Borderless Studios, Interference Archive and Alexis Rockman. Readings from the field of art education by Doug Blandy, Laurie Hicks, and Mark Graham will trace the emergence of eco-art and place-based art education curriculum. Field trips include visits to school sites, Chicago Board of Education meetings and exploration of CBOE archives. Course assignments include short response papers and course readings.

Students conduct and report on six hours of observations in schools, sites of school decision-making, and in places where people attempt to build democratic processes related to schools. Students will conduct independent research on topics related to contemporary issues and schooling. Each student will prepare and present a culminating project proposal for a school whose curriculum and structures address their political and social concerns and pedagogical vision. **Prerequisites:** Open to MAT and MAEE students or permission of the instructor.

ARTED 5900 (3 credits)

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

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

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

ARTED 6100 (3 credits)

Cultural Approaches to Production

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

Students will explore the work of contemporary artists and cultural workers who integrate diverse artmaking approaches, cultural histories, theoretical orientations, and psychological perspectives into their arts-based practices. Artists and readings will be chosen based upon timely and emergent issues, concepts, and themes affecting a diversity of communities. Methods and strategies for integrating various literacies—verbal, visual, media, technological, computational—into cultural projects and curriculum will be explored. Assignments include artmaking (as a form of curriculum research and development), designing and sharing a multi-project curriculum sequence, and presenting a curriculum in a public setting such as a website, exhibition, or presentation. **Prerequisites:** Open to MAT and MAAE students or permission of the instructor.

ARTED 6190 (3 credits)

Practicum: Elementary and Secondary Experiences

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

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

The course includes observation/teaching days at elementary and secondary school placements, as well as weekly seminars at SAIC. During each of their two 5-week placements, students spend the school day at their respective assigned school placements before attending the evening seminar at SAIC. Time in seminars is spent developing and critiquing curriculum projects, exemplars (teacher project samples), instructional materials and assessment strategies in preparation for teaching in practicum placement schools, and later in apprentice teaching. **Prerequisites:** ARTED 5015, ARTED 5021, ARTED 5105, ARTED 5200, ARTED 5011, ARTED 5125, ARTED 5900

ARTED 6900 (9 credits)

Apprentice Teaching

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

Apprentice teachers will plan, teach, assess their students' work, and evaluate the effectiveness of their lessons and teaching strategies. Apprentice Teachers will teach a culminating curriculum project, video-record their instruction of this project, and submit these videos along with written analysis to the nationally standardized, Illinois State Board of Education-mandated edTPA assessment. **Prerequisites:** ARTED 5015, ARTED 5021, ARTED 5105, ARTED 5200, ARTED 5011, ARTED 5125, ARTED 5900, ARTED 6100, ARTED 6190

Academic Policies

Credit, No Credit, and Incomplete

At SAIC, graduate-level students' work must meet the standard of a B to receive credit.

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

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

Students must request an Incomplete in writing by the last day of class. At that time, it is the responsibility of the student to work out a plan with the instructor for completing the course, including a timeline and agreed upon assignments. This plan should be put in writing by the faculty member and shared with the student and the program director. It is the student's responsibility to submit their work according to the agreed upon deadlines. Incompletes must be resolved within the first two weeks of the following regular semester (by the Add/Drop date) or the grade automatically changes to NCR (no credit) in the SAIC system. When the required work has been completed and accepted, the faculty member must notify the Registrar's Office at saic.registrar@saic.edu to have the Incomplete grade changed to Credit.

Meeting Requirements for Placement in Practicum/Apprentice Teaching Sequence

In the 2nd semester of the MAT program sequence, the Art Education Placement Coordinator will begin identifying and confirming Practicum/Apprentice Teaching elementary and secondary placements for students who are in good academic standing, and have registered for the Visual Arts Content Test.

Teacher Education Committee

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

Leave of Absence from the Art Education Program

A MAT Teacher Candidate may petition the Teacher Education Committee to grant a one-year leave of absence from the MAT Program if they are unable to continue in the program at that time. The MAT candidate should contact the Program Director to begin this process. MAT students may also later request an additional one-year leave of absence from the MAT program, also through the Teacher Education Committee. MAT teacher candidates have a total of four years to complete their degree as specified by the SAIC Bulletin, including time on Leave of Absence.

Alternatively, the Teacher Education Committee may require that an MAT Teacher Candidate take a leave of absence because of not meeting requirements described in the program Transition points (as detailed in this Program Guide). Reasons that a student be mandated to take a leave of absence include: no credit for a core licensure course, or not meeting ISBE requirements for teacher behavior as defined by the SAIC Teacher Dispositions in this Program Guide.

When teacher candidates are granted a leave of absence from the MAT program, their Program Director and the Chair of Art Education will meet with the Teacher Candidate to sign a Leave of Absence from the Art Education Program Agreement Letter which will stipulate needed remediation and set conditions in order to return to the MAT program. Typical conditions for returning to the program include passing the Visual Arts content test, demonstrating progress in passing non-core

art education courses, completing any Incompletes, entering into a behavior contract, agreeing to display Teacher Dispositions as described in the LOA contract, working in community settings to gain and demonstrate experience in working with youth and communities. Failure to meet the terms of their Leave from the Art Education Program Agreement Letter will result in dismissal from the MAT program.

If a Teacher Candidate is taking time away from SAIC, the student should also file an SAIC Leave of Absence through the Academic Advising Department.

Growth Plan/Remediation Policy

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

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

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

Dismissal from the MAT Program

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

Teacher candidates must consistently exhibit SAIC Teacher Dispositions (as described in this Program Guide) through their behavior in academic and artistic work, in school placement settings, and in the SAIC community. Exhibition of Teacher Candidate Dispositions will be periodically evaluated throughout the program, for example through mid-semester evaluations and mid-program review. Candidates who do not exhibit SAIC Teacher Candidate Dispositions will meet with the MAT Director and the designated SAIC Teacher Education Committee. They will review the concerns and recommend a remediation plan or dismissal from the program.

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

Teacher candidates must receive "Credit" CR to indicate successful completion of each course required for the MAT program. If a Teacher Candidate receives "No Credit" (NCR) for any required MAT course, to complete the degree the course must be retaken with permission of the SAIC Teacher Education Committee. If a candidate receives two NCR's in any required Art Education coursework, that Teacher Candidate will be dismissed from the MAT program.

Teacher candidates who do not receive CR in a required course will be placed on academic probation by the Teacher Education Committee. They will meet with the MAT Director and designated representatives of the SAIC Teacher Education Committee. They will review the concerns and recommend a remediation plan or dismissal from the program.

In a case of possibly not receiving credit for Apprentice Teaching, a Teacher Education Committee, which will include the Director of Teacher Education (supervisor of apprentice teaching seminars), the SAIC faculty supervisor, and the MAT Director will review the case and recommend a remediation plan, including such options as continuing for additional weeks at their current placement or retaking all or part of Apprentice Teaching in the fall semester.

Pre-Clinical and Clinical Experiences

Pre-Clinical hours related to initial Art Education coursework

Students complete 93 hours of pre-clinical experiences (sometimes called observation hours) in conjunction with several Core Art Education courses— Practices of Art & Design 1 (9 hours), Practices of Art & Design 2 (9 hours); Doing Democracy (9 hours); Becoming Human (6 hours), culminating in Practicum: Elementary and Secondary Experiences (60 hours).

Observation hours are completed both during course hours, as well as arranged and completed individually outside of class. Observation Forms for all observation hours must be submitted to receive course credit. These forms must be submitted to the course instructor who will forward them to the Licensure Officer for department records.

Placement for SAIC Practicum/Apprentice Teaching Sequence

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

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

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

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

PRE-CLINICAL AND CLINICAL ASSESSMENT

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

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

PRACTICUM (PRE-CLINICAL) OVERVIEW

In Practicum: Elementary and Secondary Experiences (ARTED 6190) teacher candidates observe, assist, instruct, and assess PK-12 students. Typically, candidates spend one day a week for ten weeks—5 weeks in an elementary school and 5 weeks in a secondary school (60 pre-clinical hours). On the same day of the week that the teacher candidates visit their elementary or secondary school placement, candidates attend a weekly seminar class in the evening hours. Candidates will not be able to register for or take any other courses on their assigned day for Practicum at placement site and evening seminar class. The SAIC Faculty Supervisor visits and assesses the candidates once during each elementary and each secondary pre-clinical Practicum placement.

APPRENTICE TEACHING (CLINICAL) OVERVIEW

In Apprentice Teaching (ARTED 6900) candidates are fully immersed in school learning environments; candidates spend 5 days per week (approximately 35 hours a week) for fourteen weeks total—seven weeks in elementary school and seven weeks in a secondary school (490 hours). Candidates attend a scheduled weekly seminar class. Between the two seven-week school placements, candidates participate in a mandatory week-long workshop to support the writing and compiling their teaching assessment portfolios and professional materials.

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

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

SAIC Safety Protocol

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

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

- Teacher candidates should follow the instructions of their mentor teacher.
- Next, the Teacher Candidate must contact their Faculty Supervisor to report the incident.
- Finally, the Faculty Supervisor will alert the MAT Director in a timely manner and conference with the mentor teacher and Teacher Candidate to determine next steps, if necessary.

School District Registration

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

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

OTHER PRE-CLINICAL AND CLINICAL PRACTICES INFORMATION

Assignment to Apprentice Teaching (ARTED 6900) is dependent upon successful completion of the following program and ISBE requirements:

- Apprentice teaching is completed during the final semester of study at SAIC.
- Candidates must complete all core teacher education preparation coursework before enrolling in Apprentice Teaching (ARTED 6900).
- Candidates are required to be registered for Practicum (in Fall) semester during the spring semester of their first year of the MAT program course sequence in order to be assigned elementary and secondary placements.
- The ILTS Visual Arts Content Area Test must be passed to be eligible to apply for the Professional Educator License. Art Education highly recommends that candidates take the Visual Arts Test between March 31 and November 15th of the year in which they will begin Practicum. If the candidate does not pass the Visual Arts Test prior to graduation, the candidate cannot be entitled for licensure until the test is passed. If licensure requirements change between the time the candidate graduates and when they pass the Visual Arts Test, the candidate may be held to additional licensure testing or course content requirements before they can be entitled for licensure. Contact the Licensure Specialist for additional information.

Criminal Background Check Requirements

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

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

Teacher candidates may need to complete another fingerprint-based background check during the Program. Candidates will be notified by the SAIC Licensure Specialist when to begin this process if required.

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

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

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

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

Teacher Licensure Testing Requirements

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

Candidates must pass the following tests in this order:

Test	Date for Passing Score	Validity Period
Test 1: ILTS Visual Arts Content Area Test (214)	To be completed and passed for licensure entitlement to apply for Illinois licensure by state law.	Valid indefinitely
Test 2: edTPA Clinical Practice Assessment	To be completed and passed during the Apprentice Teaching semester. By state law, must be passed before conferring Illinois licensure. See testing information in appendix or contact the Licensure Specialist.	Definitive information on the period of validity of an edTPA score is unknown at this time. Check with SAIC Licensure Specialist.

Retaking ILTS Visual Arts

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

ISBE Testing Requirements Are Subject to Change

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

edTPA Assessment

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

Teacher candidates must take the edTPA assessment while enrolled in Apprentice Teaching as a requirement of the course. If a candidate does not receive a passing score on edT-

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

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

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

edTPA Statement on Originality and Plagiarism

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

Originality detection software is employed to compare all edTPA submissions nationwide against all other edTPA submissions received, including outside written sources and other

sources of material. The software reports any substantial degree of matching between submitted edTPA portfolios. In cases where there is substantial matching, a specially trained portfolio reviewer may then elect to seek enforcement action against the candidate(s) involved and/or refer the candidate(s) to the Illinois State Board of Education for enforcement action. A candidate's edTPA score may be voided and the registration fee may not be refunded to the candidate. Further, the candidate's application for licensure may be denied if it is determined that these actions constitute a reasonable question of moral character. As it may raise a reasonable question of moral character, the Illinois State Board of Education may elect to seek revocation of licensure held by the candidate, without regard to whether the failure to abide by edTPA's Rules of Assessment Participation and/or SAIC's plagiarism policies was detected before or after the licensure were issued.

Reccomendation for Licensure

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

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

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

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

SAIC Teacher Candidate Dispositions

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

Communicative candidates:

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

Prepared candidates:

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

Critically engaged candidates:

- Immerse students in the study, interpretation, critique, and production of culture in a symbiotic relationship informed by contemporary art, design and culture.
- Invite students to construct their own meaning through encounters with contemporary art and design.
- Design culturally responsive curricula built around contemporary art and design.
- Acknowledge the wide spectrum and fluidity of student identities.
- Communicate high expectations and care for all students by creating an environment that encourages self-expression, creative risk-taking and experimentation.
- Use school, family, and community contexts to connect concepts and production to students' prior experience and apply the learning to real-world problems.

Motivating candidates:

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

Professional candidates:

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

Reflective candidates:

- Develop multiple forms of assessments (formative, summative, peer, self, studio critique, rubrics, student-generated etc.) that consider the cultures, knowledges and abilities of their students.
- Systematically review all aspects of their teaching and learning; putting issues in context, articulating multiple meanings, and considering the implications for

practice.

- Evaluate the effectiveness of their instructions and communications with the goal of improving by supporting more students to meet the lesson objectives and their own goals as artists.
- Invite student, peer and mentor critiques of project plans and teaching methods, and implement their feedback to improve project plans.

Fair candidates:

- Recognize and accommodate the multiple ways in which students learn.
- Treat all students fairly, promoting social justice and a democratized learning environment.
- Build classroom community through cooperative learning and inviting feedback from students.
- Communicate behavioral expectations with the awareness that teachers and schools can create and reinforce inequities.

Responsible candidates:

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

Transition Points

SAIC Art Education Unit Assessment System

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

The Six Transition Points Are —

- Admission into the Master of Arts in Teaching (MAT) program.
- Beginning Art Education Program coursework.
- To begin pre-clinical experiences (ARTED 6190 Practicum: Elementary and Secondary Experiences).
- To begin clinical experiences (ARTED 6900 Apprentice Teaching).
- Graduating/Degree completion from the Master of Arts in Teaching (MAT) program, prior to recommendation for licensure.
- Recommendation for Licensure upon completion of all degree requirements and passing edTPA.
- See detailed information on each Transition Point below. All requirements below apply to the MAT program.

Transition Point ONE

ADMISSION to PROGRAM— MAT

- MAT applicants are required to have a Bachelor's degree in Fine Art or equivalent from an accredited institution.
- A transcript analysis is conducted during the application process. All applicants must meet SAIC institutional requirements for admission to graduate programs. Applicants seeking approval for transfer credit must request this at the time of application and admission. (See Program Guide for more information.)
- Applicants in the MAT teacher preparation programs are assessed using multiple indicators including prior academic performance, visual portfolio, writing samples, letter(s) of reference, and a formal interview with a representative of the MAT teacher preparation program. Candidates are reviewed for 1) academic ability; 2) knowledge and skills in artmaking in traditional, contemporary, and digital practices and media; 3) knowledge of visual culture, art history and related disciplines; 4) demonstrated motivation, commitment, and ability to learn. Program directors rate candidates using a holistic rubric.

Transition Point TWO

TO BEGIN ART EDUCATION PROGRAM COURSEWORK WITH SCHOOL OBSERVATIONS

- Complete a fingerprint-based background checks for the Chicago Public Schools and/or for applicable other schools and districts to initiate the approval process for practicum in schools.
- Complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training at the beginning of the teacher preparation program.

Transition Point THREE

TO BEGIN PRACTICUM: Elementary and Secondary Experiences (ARTED 6190)

- Candidates must register during their 2nd semester of the MAT program course sequence for Practicum: Elementary and Secondary Experiences.
- Candidates must receive approval of their background check for the Chicago Public Schools and/or for applicable other schools/districts to be allowed to begin Practicum in school settings.
- Candidates must complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training at the beginning of the teacher preparation program to be allowed to begin Practicum.
- Candidates must complete all prerequisite SAIC Core Art Education Teacher Preparation coursework for their degree program. MAT Courses: ARTED 5015, ARTED 5021, ARTED 5105, ARTED 5200, ARTED 5011, ARTED 5125, ARTED 5900
- Candidates must exhibit SAIC Teacher Dispositions, consistently demonstrating these through behavior and in academic and artistic work, before entering into ARTED 6190 Practicum: Elementary and Secondary Experiences.

Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will meet with their program director and the SAIC Teacher Education Committee to discuss their case and determine outcomes and recommendations.

Transition Point FOUR

TO BEGIN APPRENTICE TEACHING (ARTED 4900/6900)

- Candidates must complete all required SAIC Core Art Teacher Preparation coursework for their degree program before beginning apprentice teaching — MAT list: ARTED 5015, ARTED 5021, ARTED 5105, ARTED 5200, ARTED 5011, ARTED 5125, ARTED 5900, ARTED 6100, ARTED 6190

Candidates who fail to successfully complete Apprentice Teaching prerequisites will meet with the Teacher Education Committee who will review the concerns and develop a remediation plan, determining whether the candidate should develop a new graduation plan or be dismissed from the program.

- Candidates must complete the Chicago Public Schools (CPS) student teacher application and registration process and receive the CPS “Report to Service” email approval. The registration process requires a TB test and may include a second background check. Candidates will be required to complete background checks for other school districts in which they will be apprentice teaching.
- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work in all areas of the program, prior to entering into ARTED 6900 Apprentice Teaching.

Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will meet with the SAIC Teacher Education Committee. The committee will review the concerns and develop a remediation plan with the candidate or recommend dismissal from the program.

- Candidates must have met the SAIC Teacher Education Program guidelines for Practicum attendance. Attendance in Practicum is verified by candidate’s Mentor Teacher and submitted to SAIC Faculty Supervisor.
- Candidates must demonstrate successful acquisition of the range of knowledge, skills, and pedagogical practices taught during Practicum (ARTED 6190 Practicum: Elementary and Secondary Experiences). Candidates are assessed by and receive critical feedback from SAIC Faculty Supervisors, Mentor Teachers and peers on curriculum, lesson plans, teaching portfolios, research presentations, artwork, classroom teaching, and candidate reflections and self-evaluations.
- During Practicum, candidates are observed while teaching. Candidates are formally assessed two times by their Mentor Teacher and two times by their SAIC Faculty Supervisor, using the SAIC Practicum/Apprentice Teaching Assessment form. Each Mentor Teacher and Faculty Supervisor rate the Teacher Candidate on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in the eight assessment areas (Prepared, Critically Engaged, Motivating, Communicative, Professional, Reflective, Fair, and Responsible) that correspond to the dispositions described in the Unit’s conceptual framework. In the Summative Assessment, MAT candidates must receive a 4 or higher.

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

Transition Point FIVE

GRADUATING—DEGREE COMPLETION— MAT Program

- Candidates must complete required SAIC Teacher Preparation Core coursework and other required courses as outlined in their respective program curriculum. MAT list: ARTED 5015, ARTED 5021, ARTED 5105, ARTED 5200, ARTED 5011, ARTED 5125, ARTED 5900, ARTED 6100, ARTED 6190 and ARTED 6900.
- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work.
- Candidates must take the edTPA Visual Arts assessment during Apprentice Teaching. Candidates who do not pass edTPA Visual Arts the first time must resubmit needed components of the edTPA Visual Arts one additional time to be eligible for receiving credit for Apprentice Teaching and graduation. Candidates will be eligible to graduate (but not for licensure) even if they have not successfully passed the edTPA in two attempts.

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

- Candidates must meet the SAIC Teacher Education Program guidelines for Apprentice Teaching attendance. Apprentice Teaching is verified by the candidate's Mentor Teacher and submitted to the SAIC Faculty Supervisor.
- Candidates must demonstrate successful acquisition of the range of knowledge, skills, and pedagogical practices taught during Apprentice Teaching (ARTED 6900 Apprentice Teaching). Candidates are assessed and receive critical feedback from SAIC Faculty Supervisors, Mentor Teachers and peers on lesson plans, teaching portfolios, research presentations, artwork, classroom teaching, and candidate reflections and self-evaluations.
- During Apprentice Teaching, candidates are observed while teaching. Candidates are formally assessed twice by their Mentor Teacher and twice by the SAIC Faculty Supervisor, using the SAIC Practicum/Apprentice Teaching Assessment form. Each Mentor Teacher and Faculty Supervisor rate the Teacher Candidate on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in the eight assessment areas (Prepared, Critically Engaged, Motivating, Communicative, Professional, Reflective, Fair, and Responsible) that correspond to the dispositions described in the Unit's conceptual framework. In the Summative Assessment, MAT candidates must receive a 4 or higher

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

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

Transition Point SIX

RECOMMENDATION FOR ILLINOIS EDUCATOR LICENSURE

- Candidates who are awarded the MAT degree from the Department of Art Education, pass the edTPA, and meet all requirements and regulations of ISBE recommended by SAIC's Licensure Specialist to the ISBE (Illinois State Board of Education) for a State of Illinois Professional Educator License (PEL) endorsed to teach the Visual Arts in Pre-kindergarten through 12th grade.
- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work.
- Candidates are awarded the MAT degree from the SAIC Department of Art Education.
- Candidates must pass The ILTS Visual Arts Content Area Test #214 to be eligible to apply for the Professional Educator License. Candidates will receive the directions to register for the test in March of their 2nd semester of the Art Education course sequence. Art Education highly recommends that candidates take the Visual Arts Test between March 31 and November 15th of the year in which they will begin Practicum. If the candidate does not pass the Visual Arts Test prior to graduation, the candidate cannot be entitled for licensure until the test is passed. If licensure requirements change between the time the candidate graduates and when they pass the Visual Arts Test, the candidate may be held to additional licensure testing or course content requirements before they can be entitled for licensure. Contact the Licensure Specialist for additional information
- Passing score on the edTPA Visual Arts assessment. Candidates who graduate without passing the edTPA can apply for licensure at a later date, but additional ISBE requirements may need to be met at that time.

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

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

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

The PEL and license number are issued immediately at the end of the online application process after all requisite state license fees and county registration fees

are paid with a credit card the candidate is authorized to use.

Candidates must complete their application and have their license issued within one year of the date the recommendation for licensure is submitted to ISBE by SAIC's Licensure Specialist.

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

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

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

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

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

For More Information

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Authors & Ideas That Have Influenced SAIC Teacher Education

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SAIC Teacher Education & Testing Updates

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

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

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

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

Lesson Plan Design Guide

Things to consider when designing your lesson...

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

Checklist

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

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

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

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

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

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

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

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

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

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

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

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

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

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

>> related to standard: Students demonstrate the ability to form and defend judgments about the characteristics of their diptych to accomplish commercial, personal, communal, or other purposes (Pr4.1.11a).

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

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

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

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

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

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

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

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

e.g. viewpoint

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

Worms Eye/low-angle view

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

Birds Eye/high-angle view

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

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

☑ **Adaption, Modification, and Differentiation**

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

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

☑ **Instructional Materials**

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

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

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

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

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

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

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

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

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

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

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

