



School of the Art Institute of Chicago  
Traditional Report AY 2024-25  
Illinois



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Vasquez

**PHONE**

(312) 899-7482

**EMAIL**

vvasqu@saic.edu

## List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1302	Teacher Education - Art	Both	

Total number of teacher preparation programs:

1

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

## THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

### 1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Portfolio of Artwork, resume"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

The BFAAE undergraduate program requires students to pass the Illinois State Visual Arts Content Area Test 214 before Apprentice Teaching. edTPA is offered but not required under state law. SAIC does not calculate GPA. Coursework is based on a credit/no credit basis.

## Postgraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Portfolio of Artwork, resume"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

The MAT Graduate program requires students to pass the Illinois State Visual Arts Content Area Test 214 before Apprentice Teaching. edTPA is offered but not required under state law. SAIC does not calculate GPA. Coursework is based on a credit/no credit basis.

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="93"/>
Number of clock hours required for student teaching	<input type="text" value="490"/>

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

**Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)**

**Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom**

**Years required of teaching as the teacher of record in a classroom**

**All Programs**

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

0

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

7

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

41

**Number of students in supervised clinical experience during this academic year**

20

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

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	42
Subset of Program Completers	19

Gender	Total Enrolled	Subset of Program Completers
Male	4	2
Female	38	17
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	9	3
Black or African American	0	0
Hispanic/Latino of any race	2	1
Native Hawaiian or Other Pacific Islander	0	0
White	21	7
Two or more races	8	6

**Race/Ethnicity**

**Total Enrolled**

**Subset of Program Completers**

**No Race/Ethnicity Reported**

2

2

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2024-25

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	19
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### [What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes  
 No

No teachers prepared in academic year 2024-25

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	19
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

**Note:** This section is preloaded from the prior year's IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

SAIC Art Education: Preparing Future Teachers for Success The School of the Art Institute of Chicago (SAIC) prioritizes ensuring its teacher education program equips graduates with the skills and knowledge needed to thrive in today's classrooms. This is achieved through a combination of:

- Faculty and Mentor Collaboration: SAIC faculty supervisors consult with mentor teachers from diverse schools and participate in the SAIC Teacher Education Network (TEN) meetings. This ongoing dialogue fosters the exchange of best practices and strategies for building strong learning communities.
- Clinical Practice and Field Experiences: Mentor teachers, carefully selected from a variety of schools, work alongside SAIC faculty to design, implement, and evaluate field experiences (now called Practicum) and apprentice teaching placements. This allows teacher candidates to develop and demonstrate the necessary knowledge, skills, and professional dispositions to effectively support their students.
- Differentiated Instruction: The SAIC

Teacher Education Director and Placement Coordinator ensure candidates are exposed to a range of methods and approaches to differentiated instruction, including for students with disabilities and English language learners.

- **Expert Integration:** SAIC actively invites academic experts to address a diverse range of educational topics. By hosting guest lecturers, researchers, and specialists, the program ensures that candidates are exposed to current pedagogical trends, policy shifts, and contemporary research, keeping the curriculum at the forefront of the field.
- **External Arts Collaboration and Community Building:** SAIC provides pre-service educators with unique opportunities to collaborate with external arts organizations. These partnerships allow candidates to build strong skills in learning communities by engaging in community-based art education, non-profit administration, and public programming, broadening their professional network and impact.
- **Supporting Aspiring Educators** By bridging the gap between classroom theory, professional artistic practice, and community-wide engagement, SAIC ensures its graduates enter as highly skilled leaders in art education.
- **edTPA Preparation:** While not mandatory, SAIC offers workshops and coursework within Practices 1 and 2 that focus on lesson design, accommodations, and modifications for diverse learners. This includes a four-day edTPA preparation workshop featuring peer-to-peer support.
- **Clinical Observation and Teaching:** Practices 1 and 2 classes provide candidates with valuable pre-clinical observation experiences and opportunities to student-teach in both elementary and high school settings, serving diverse communities.
- **Practicum and Apprentice Teaching:** Students engage with experts in the field of art education through presentations and lectures. Featured topics include "Supporting Diverse Learners," "Safety in the Classroom," and "Preparing for Teacher Employment."
- **Professional Development:** SAIC provides financial support for students to attend and present at professional education conferences.
- **Faculty Collaboration:** Faculty in the Art Education department host frequent professional workshops and presentations. Students are often invited to co-teach and present alongside faculty to gain hands-on experience and professional exposure.

**Developing Culturally Responsive Educators** SAIC's Art Education program is grounded in a Conceptual Framework that emphasizes social justice and cultural awareness. This is achieved through the following initiatives and achievements:

- **Standards and Recognition**
- **CRTL Standards Alignment:** SAIC's 2024 submission for the Culturally Responsive Teaching and Leading Standards earned a designation stating the program "demonstrates strong progress toward implementing the CRTL Standards." Evaluators noted that "SAIC's systematic approach and focus on professional learning demonstrate strong alignment and readiness for full implementation of the standards."
- **Diversifying the Teaching Workforce (DTWF):** In the Art Education Department's 2024 DTWF report, SAIC showed exceptional results across four key indicators: 1. Developing 2. Exemplary 3. Exemplary 4. Exemplary Core Program Pillars
- **Diverse Learning Environments:** All candidates complete coursework and field experiences in schools with diverse student and faculty populations, spanning both urban and outlying areas. This includes pre-service teaching in low-income communities and schools that serve migrant populations and English Language Learners (ELL).
- **Culturally Responsive Curriculum:** Candidates learn to develop curricula that reflect the assets and lived experiences of their students. This approach encompasses diverse backgrounds, including students with disabilities, those from low-income families, immigrants, refugees, and English language learners.
- **Critical Thinking and Problem-Solving:** The program emphasizes the development of critical thinking, problem-solving, collaboration, and performance skills through a variety of innovative instructional strategies.
- **Family & Community Partnerships:** Cultivate holistic learning ecosystems by equipping pre-service educators with evidence-based strategies delivered through integrated curriculum, coursework, and workshops to bridge the gap between home and school as a fundamental teaching asset.

# Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Annual Goals: Special Education

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# Annual Goals: Instruction of Limited English Proficient Students

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

 [>> Assessment Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
214 -VISUAL ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
214 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	22	261	21	95
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2024-25	19	266	19	100
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2023-24	11	265	11	100
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	18	265	18	100
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2024-25	3			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2023-24	5			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2022-23	12	52	10	83

## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	19	19	100
All program completers, 2023-24	11	11	100
All program completers, 2022-23	22	20	91

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

**Note:** This section is preloaded from the prior year's IPRC.

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

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

The School of the Art Institute of Chicago (SAIC) Art Education program employs a multi-tiered approach to technological proficiency. Our evidence-based model ensures that teacher candidates are not merely users of technology but architects of digital learning environments that improve student achievement and accessibility. 1. Integration into Curricula and Instruction SAIC prepares candidates to seamlessly weave technology into pedagogy through dedicated coursework and clinical application: • Targeted Coursework: Candidates complete specialized training in video, graphic design, digital photography, and web design. A cornerstone of the program is the graduate-level "Cyberpedagogy" course, which focuses exclusively on the critical integration of emerging technologies within the art classroom. • Instructional Tools: Candidates utilize Canvas (LMS) and Google Classroom to manage curriculum. They are required to develop digital presentations for all lesson plans, integrating tools such as PowerPoint, Google Slides, and digital video to introduce artists and techniques. • Makerspace & New Media: Beyond standard software, candidates utilize laser cutters, 3D printers, and programming to bridge the gap between traditional studio practice and contemporary digital fabrication. 2. Data Collection, Management, and Analysis The program emphasizes the use of technology to track student growth and refine instructional efficacy: • Digital Documentation: Through Practicum and Apprentice Teaching, candidates use digital video and photography to document classroom instruction. This evidence is analyzed to assess student engagement and teacher impact. • The Art Education Archive: Candidates contribute digital data and reflections to the SAIC Art Education Student Archive, a longitudinal resource used to monitor program outcomes and student success. • Professional Portfolios: As a culminating requirement, candidates construct a personal professional website that showcases their ability to synthesize student data, curate work, and reflect on learning outcomes. 3. Universal Design for Learning (UDL) and Accessibility SAIC is committed to inclusive education. Our curriculum prepares

teachers to use technology to remove barriers for learners with diverse needs:

- **Inclusive Curriculum Design:** Candidates receive explicit instruction on how digital tools facilitate and contribute to UDL principles, providing multiple means of representation, expression, and engagement.
- **Adaptive Technologies:** Training includes how digital media can be adapted for students with a wide range of physical and cognitive abilities, ensuring that technology serves as an equalizer for social and economic equity.

4. **Institutional Support and Professional Development** The program is backed by a robust technical infrastructure that ensures candidates remain at the forefront of the field:

- **CRIT Department:** The Computer Resources and Information Technologies (CRIT) department manages the lifecycle of campus technology, providing candidates with hardware maintenance, software distribution (including Adobe Creative Cloud), and 24/7 technical support.
- **The SAIC Media Center:** Provides free access to high-end equipment—including cameras, projectors, and audio gear—necessary for documenting student learning and classroom practice.
- **Teacher Education Network (TEN):** To ensure the curriculum stays current, the program hosts regular meetings with the TEN network. These sessions identify emerging technological trends and industry shifts to be integrated into the SAIC curriculum.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year's IPRC.

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

The School of the Art Institute of Chicago (SAIC) equips aspiring educators with the pedagogical and theoretical tools to provide high-quality instruction to students with disabilities through an integrated sequence of coursework and clinical practice. Coursework: • **Becoming Human:** This foundational course explores the historical, legal, and political landscapes of special education. It delves into key legislation like the Individuals with Disabilities Act (IDEA) and Every Student Succeeds Act (ESSA). Additionally, the course examines theories of human development, creativity, cognition, and disabilities. It introduces differentiated instruction, social-emotional learning, and culturally responsive curriculum design. Through readings, field trips, and observations in various learning environments, candidates develop critical frameworks for understanding disabilities and supporting all students. This includes annual visits to Chicago schools serving students with diverse needs to learn from experienced educators. • **Practices 1 and 2:** For the past three years, this course has incorporated interactions with artists with disabilities. These conversations provide deeper insights into adapting lesson design for inclusive learning. Through lectures and visiting scholars, these courses also provide opportunities to meet with experts in the field of students with disabilities. This includes the adoption of Universal Design for Learning (UDL) as a framework for teaching Special Education. • **Doing Democracy:** Candidates develop critical thinking skills and explore the historical and political contexts of Chicago schools. This course equips them to understand the root causes of issues like poverty and segregation that may impact their future classrooms. • **Practicum and Apprentice Teaching:** Candidates in the clinical stage of the Art Ed. program are consistently evaluated, assessed, and instructed on current aspects of addressing Diverse Learners. This includes extensive instruction on Social, Emotional Learning (SEL), strategies to address students who are challenged by chronic absenteeism and tardiness. **Developing Inclusive Instruction:** Following foundational courses, candidates delve deeper into inclusive practices. Courses like "Practices of Art & Design Education" (Levels 1 & 2) and "Cultural Approaches to Production" require candidates to design and deliver lessons that incorporate differentiated instruction and adaptations for diverse learners, including students with disabilities. They practice using a range of modalities to ensure effective communication. All curriculum development emphasizes differentiated instruction and adaptations for PK-12 settings **Practical Application:** • **Year 1:** In their first year, candidates take courses like "Practices of Art & Design Education" (Levels 1 & 2). These courses introduce differentiated instruction, which is practiced throughout the year through guided practice, classroom observations, co-teaching experiences, and pre-clinical teaching opportunities. • **Reflective Learning:** Critical reflection, video documentation, group discussions, presentations, and readings support this practical learning. • **Supervised Teaching:** Each semester, under faculty supervision, candidates gain hands-on experience by teaching small groups in schools serving diverse learners.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

• **Education Act (IDEA), SAIC** prepares candidates to be active, informed members of the IEP and 504 process. • **Procedural Knowledge:** Through the "Becoming Human" and "Practices" sequence, candidates gain a comprehensive understanding of the legal requirements for IEP and 504 content, evaluation, and the revision process. • **Team Collaboration:** The curriculum emphasizes the collaborative role of the arts educator within the IEP team. Candidates learn how to contribute meaningful data regarding a student's functional and academic performance in the art room. • **Expert Integration:** The learning sequence culminates during Apprentice Teaching with a specialized seminar led by Chicago Public Schools (CPS) experts. This training focuses on the teacher's legal responsibilities, the nuances of the IEP and 504 plan, and the practicalities of participating in multi-disciplinary team meetings.

#### c. Effectively teach students who are limited English proficient.

SAIC's location and partnerships provide teacher candidates with consistent engagement in linguistically diverse communities. • **Contextual Immersions:** Candidates are placed in schools where English is often not the dominant language, providing first-hand experience in navigating



# Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Contextual Information

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

**Institutional Accreditation and Oversight:** The School of the Art Institute of Chicago (SAIC) is accredited by the Higher Learning Commission (HLC) and the National Association of Schools of Art and Design (NASAD). Following a comprehensive self-study and an on-site evaluation in January 2024, the HLC reaffirmed SAIC's accreditation through 2033. The Art Education program has been consistently commended by these bodies for its robust assessment processes. **Academic Standards and Grading:** SAIC maintains rigorous academic requirements for candidates seeking licensure: • **Undergraduate Candidates:** Must achieve a performance level equivalent to a "C" grade or higher in all content areas and professional education coursework to earn credit (CR). • **Graduate Candidates:** Must achieve a performance level equivalent to a "B" or better at the master's level to earn credit. **Candidate Assessment and Remediation:** The program utilizes a multi-stage evaluation process to monitor candidate progress: • **Evaluation Framework:** Candidates are assessed using a 1–5 Likert scale accompanied by detailed narrative feedback. • **Licensure Eligibility:** Undergraduate candidates must maintain a final evaluation average of 3.0 or higher in Apprentice Teaching; Graduate candidates must maintain a 4.0 or higher. • **Teacher Education Committee:** A committee of expert faculty oversees candidates facing challenges. This body is responsible for designing intervention plans, which may include remediation support or additional practicum hours. **State Alignment and Leadership:** SAIC's Art Education Department is a recognized leader in implementing state-level educational mandates: • **CRTL Standards Alignment:** SAIC's 2024 submission for the Culturally Responsive Teaching and Leading Standards earned a designation stating the program "demonstrates strong progress toward implementing the CRTL Standards." Evaluators specifically noted that SAIC's systematic approach and focus on professional learning demonstrate "strong alignment and readiness for full implementation." • **Diversifying the Teaching Workforce (DTWF):** In the 2024 DTWF report, the Art Education Department showed exceptional results across four key indicators: 1. Developing 2. Exemplary 3. Exemplary 4. Exemplary • **Professional Contribution:** As a member of the Council of Chicago Area Deans of Education, the department continues to present insights on recruitment and retention strategies for a diverse workforce.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Valerie Vasquez

TITLE:

Licensure Specialist

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Adam Greteman

TITLE:

Chair, Department of Art Education