

2021 Title II Report Card - School of the Art Institute of Chicago

Report reflects 2019-2020 student and program data.

InstCode	Institution	ReportYear	ProgramType	Salutation	FirstName	LastName	Street1	City	STAbbr	Zip	Phone	Email
044	School of the Art Institute of Chicago	2021	Traditional	Ms.	Valerie	Vasquez	37 S. Wabash #713 I	Chicago	IL	60603	(312) 899-7482	vvasqu@saic.edu

IPEDSID	NoIPEDS	NoIPEDSComments	TotalNumPrepPrgs	UGPrograms	UGMinGPAEntry	UGMinGPAExit	UGEntryExitComments	PGPrograms	PGMinGPAEntry	PGMinGPAExit	PGEntryExitComments
			1	1	0	0	The BFAAE Undergraduate program no longer requires a qualifying Illinois Test of Academic Proficiency (TAP), ACT plus Writing or SAT Test score for teacher licensure, in compliance with the directive from the Illinois State Board of Education. The Illinois Visual Arts Content Area Test 145 or 214 and passing the edTPA are still required for teacher licensure in Illinois. SAIC does not calculate GPA. Coursework is based on a credit/no credit basis.	1	0	0	The MAT Graduate program no longer requires a qualifying Illinois Test of Academic Proficiency (TAP), ACT plus Writing or SAT Test score for teacher licensure, in compliance with the directive from the Illinois State Board of Education. The Illinois Visual Arts Content Area Test 145 or 214 and passing the edTPA are still required for teacher licensure in Illinois. SAIC does not calculate GPA. Coursework is based on a credit/no credit basis. The Master of Arts in Teaching Candidates must complete a Master's level thesis before the degree is conferred. The thesis requirement is being removed from the MAT program requirements, effective for the class entering Fall 2021 and graduating Spring 2023.

SCEPrgModel_StdntTch	SCEAvgHrsPrior_StdntTch	SCEAvgHrsFor_StdntTch	SCEPrgModel_TeachRcd	SCEAvgHrsPrior_TeachRcd	SCEAvgHrsFor_TeachRcd
1	90	490	0		

SuperFTEFaculty	SCENumAdjunctHE	SCENumCoopTeachK12	SuperStudents	ExperienceComments	TotalEnrollment	CompletersCurrent
2	2	29	13		42	16

MaleEnrollment	MaleCompleters	FemaleEnrollment	FemaleCompleters	OtherGenderEnrollment	OtherGenderCompleters	NonReportGenderEnrollment	NonReportGenderCompleters
10	3	32	13	0	0	0	0

IndianEnrollment	IndianCompleters	AsianEnrollment	AsianCompleters	BlackEnrollment	BlackCompleters	HispanicEnrollment	HispanicCompleters
1	0	3	2	1	0	6	1

IslanderEnrollment	IslanderCompleters	WhiteEnrollment	WhiteCompleters	MultiRacialEnrollment	MultiRacialCompleters	NonReportRaceEthnicityEnrollment	NonReportRaceEthnicityCompleters
0	0	25	8	2	1	4	4

StateLocalNeeds	SchoolNeeds	SpecEdCore	GenEdDisabilities	GenEdLEP	GenEdLowInc	LocalityTrn	AssuranceComments
1	1	6	1	1	1	1	SAIC assures that training provided to candidates is linked with the needs of new teachers and school districts through SAIC Faculty Supervisors' consultation with mentor teachers and through participation in the SAIC Teacher Education Network (TEN) that shares professional expertise and resources while in dialogue with mentor teachers. TEN members (mentor teachers), drawn from diverse network of schools work with SAIC faculty to collectively design, implement, and evaluate field experiences and clinical practice so that SAIC teacher candidates develop and demonstrate knowledge, skills, and professional dispositions necessary to help all students learn. The SAIC Practicum Experiences Coordinator and the SAIC Placement Coordinator coordinates Fieldwork and Apprentice Teaching experiences and serves as a liaison between SAIC Art Education, SAIC Faculty Supervisors, Mentor Teachers, and school administrators to ensure that SAIC is supporting our teacher candidates in providing differentiated instruction for students with various needs, including English language learning. Review of submissions as well as scoring of the edTPA provides an additional source of information on providing differentiated instruction. The Unit's Conceptual Framework expresses a commitment to the development of educators who engage learners through curriculum and pedagogy related to social, cultural, economic, and political contexts in relation to self, community, and the world. All candidates complete core coursework field experiences in urban and outlying area schools with diverse student and faculty population address the needs of students with disabilities, students from low-income families, and those who are limited English Proficient and English Language Learners. Candidates use a variety of instructional strategies to support the needs of all learners in developing critical thinking, problem solving, and performance skills.

Accredited	AccState	AccCAEP	AccAAQEP	AccOther	AccOtherSpecify
1	1	0	0	1	NASAD

LowPerforming	TechCurricula	TechDataCollect	TechDataManage	TechDataAnalysis
0	1	1	1	1

TechComments

TECHNOLOGY

Faculty employ digital technologies in most art education courses—making extensive use of Canvas (SAIC's digital learning platform), various Google educational products, and a variety of software programs. SAIC faculty and teacher candidates utilize Canvas as a course home site to distribute materials, as sites for peer sharing on Discussion Boards, and as portals to upload and retain documentation of SAIC student work. This system has been extensively integrated into the SAIC teacher preparation program courses, allowing the Unit to advance and demonstrate the use of technology for designing, implementing, and assessing their work in teacher preparation program courses to improve teaching and learning. Most assignments are first collected and critiqued using digital technologies such as Google docs, allowing for ongoing collaboration amongst SAIC students and faculty. During the stay-at-home orders in Spring 2020, a professional model using a range of digital technologies for online teaching. In the 20-21 pandemic school year, SAIC Art Education classes were taught online using the Zoom platform as well as various educational apps. Most SAIC teacher candidates taught in CPS schools using Google Classroom and related products. Their work teaching online was supported by weekly online sessions for Fieldwork and Apprentice Teaching.

All teacher candidates are required to integrate technology into their art curriculum, and to use it for instruction in the classroom during their fieldwork and apprentice teaching semester. Teacher candidates in these courses design and implement lesson plans and curricula that introduce their students to software and equipment to create, edit, and distribute still and moving images. Teacher candidates take a wide range of art and design courses, including four-dimensional (time arts) technologies, digitally produced design, or a cyber-pedagogy course.

The media center at SAIC supports the free access and availability of digital tools for our candidates' use throughout their time in the teacher preparation program, including cameras, digital projectors, iPads, video cameras, and other equipment.

In the courses Fieldwork: Elementary and Secondary Experiences and Apprentice Teaching: Elementary and Secondary, there are multiple assignments that require photographic and video documentation of teaching and learning. Teacher candidates share and discuss this work with their SAIC faculty supervisors and peers in seminar classes to critique and improve teaching performance and student learning. SAIC Art Education teacher candidates are familiar with and regularly use Adobe Suite products such as Photoshop, Illustrator, and InDesign to produce curricular materials. Students are also prepared to teach digital technologies to their students. Students are also introduced to various free software so that they will develop curricular materials that will continue to have access to, despite the financial limitations of schools in which they might teach. The project/lesson plan format for SAIC Art Education requires that teacher candidates create digital presentation formats (such as PowerPoint, Google Slides, Keynote, or Prezi) to create lessons about artists and art-making techniques. A culminating experience of the SAIC Art Education programs is a digital presentation of significant student work generated during the Apprentice Teaching experience.

The SAIC Art Education Program hosts Teacher Education Network meetings. (TEN is our outside advisory board made up of mentor teachers, alumni, and professionals in the field.) A frequent topic of presentation and conversation is new technologies and new uses of digital technologies in teaching and learning.

Since 2014 teacher candidates complete the edTPA student teaching assessment in the spring semester in their final academic year. This assessment portfolio asks teacher candidates to document their preparation for teaching practices, assessment strategies, and teaching reflections on their student teaching experiences. For this portfolio-based assessment, teacher candidates create and organize digital files—text, video, scans of their students' written work, and photos of student artwork. The teacher candidates reflect on how they integrated technology into their lessons by collecting, managing, and analyzing their data to effectively respond to the edTPA prompts.

GenTeachDisabledDesc

SAIC's teacher education program prepares candidates to teach students with special needs and disabilities effectively throughout the program. The Histories, Philosophies and Theories of American Public Education course investigates the historical, legal and political realities of teaching students with disabilities, including understanding the Individuals with Disability Act and Every Student Succeeds Act (ESSA).

The Psychological, Sociological, and Phenomenological Approaches to Teaching and the new course Becoming Human: Evolving Concepts of Human Development investigates historical theories and philosophies of human growth and development, creativity, artistic development, cognition, disabilities, differentiated instruction, social and emotional learning, and culturally responsive curriculum. Course readings, field trips, and observations in special education learning environments inform both the development of critical frameworks for conceptualizing the social construction of disabilities as well as methods for supporting all students in effective learning. Each year, teacher candidates in this course visit at least one school in Chicago that serves students with special hearing, vision, and mobility needs and learn from teachers in those settings. It also considers the history and curricular responses to language diversity including methods for addressing second language learner needs throughout school curriculum.

The Doing Democracy course combines the study of critical theory with direct engagement in under-served neighborhoods throughout Chicago in order to prepare candidates to teach in diverse communities.

The Curriculum and Instruction, Cultural Approaches to Production, Fieldwork: Elementary and Secondary Experiences and Apprentice Teaching courses include lesson planning with accommodations and modifications for exceptional students, including students with disabilities and students with limited English proficiency.

In C & I, teacher candidates prepare lessons that include strategizing and planning for work with ELL students. This is achieved through classroom observations and co-teaching experiences supported by discussions and relevant readings and videos. Each semester, under the direct supervision of faculty, candidates in this class teach small groups of students in a school with a high ELL population or a dual language immersion program within the city of Chicago. During this directed field experience, teacher candidates are able to link theory to practice in a way that positively informs effective teaching strategies for limited English proficient students. All curriculum that SAIC teacher candidates teach includes differentiated instruction and curricular adaptations for diverse K-12 settings.

GenIEPTeamParticDesc	GenTeachLEPDesc	SpecEdTeachPrep	SpecTeachDisabled Desc	SpecIEPTeamParticDesc	SpecTeachLEPDesc
Students in Psych/Soc and Curriculum & Instruction are introduced to individualized education plans and learn about how these plans are made and utilized. In the Fieldwork course, mentor teachers share examples of IEPs and explain their uses. Apprentice Teaching students participate in meetings related to students with IEPs.	Readings and course activities in the Curriculum & Instruction courses integrate strategies for teaching art-making and arts interpretation with vocabulary building and language development. The SAIC lesson plan format and template for differentiated instruction includes suggestions for supporting English language learners. Through SAIC Art Education course students are introduced to schools and communities throughout the Chicago area. Our program planning ensures meeting students from various language groups.				

Contextual

The School of the Art Institute of Chicago (SAIC) is accredited by the National Association of Schools of Art and Design (NASAD), the national accrediting agency for art and design and art and design-related disciplines, primarily at the collegiate level and the Higher Learning Commission (HLC), North Central Association. In Spring 2013, SAIC underwent an on-site visit and review of the Self-Study report during a re-accreditation review by NASAD and HLC. During this review, the team commended the Unit on the assessment process as it supported teacher candidate learning. HLC and NASAD have conferred another ten-year accreditation on the School of the Art Institute of Chicago. SAIC undergraduate teacher candidates must achieve at least average performance in the content area and teacher preparation program courses (the traditional grade equivalent of a C or better to earn CR (credit). Graduate teacher candidates must achieve the traditional grade equivalent of a B or better within the same courses at master's level in order to earn CR (credit). The pre-clinical and clinical teacher candidates are assessed at multiple points in the program with a numeric and narrative-based evaluation process. These assessments use a 1-5 Likert scale to measure candidate's progress. Scores of 5 correspond with the letter grade A, 4 equals letter grade B, etc. Undergraduate clinical candidates with final evaluation averages below 3 in the Apprentice Teaching course will not be eligible to be recommended for teacher licensure without completing remedial experiences. Graduate clinical candidates with evaluation averages below 4 in the same course will not be eligible to be recommended for teacher licensure without remedial experiences. The Teacher Education committee comprised of full-time and part-time art education faculty reviews any instances in which teacher candidates fail to successfully complete any component of the Fieldwork: Elementary and Secondary Experiences or Apprentice Teaching courses. The committee reviews the case to identify problems and determines a suitable course of action, including remediation support and completing additional practice hours in order to successfully pass the course, dismissal from the program, or the opportunity to re-enroll in either course.

CertSign	CertName	CertTitle	RevSign	RevName	RevTitle
1	Valerie Vasquez	Licensure Specialist	1	Olivia Gude	Program Chair, Art Education

PROGRAM

InstCode	Institution	ReportYear	ProgramType	CIPCode	Category	UGPGBoth	RiskType	DateDesignated
044	School of the Art Institute of Chicago	2021	Traditional	13.1302	Teacher Education - Art	3	Not Applicable	

PROGRAM ENTRY/EXIT REQUIREMENTS

InstCode	Institution	ReportYear	ProgramType	Element	UGEntry	UGExit	UGOtherSpecify	PGEntry	PGExit	PGOtherSpecify
044	School of the Art Institute of Chicago	2021	Traditional	Transcript	1	0		1	0	
044	School of the Art Institute of Chicago	2021	Traditional	Fingerprint	1	0		1	0	
044	School of the Art Institute of Chicago	2021	Traditional	Background	1	0		1	0	
044	School of the Art Institute of Chicago	2021	Traditional	Credits	1	1		1	1	
044	School of the Art Institute of Chicago	2021	Traditional	GPA	0	0		0	0	
044	School of the Art Institute of Chicago	2021	Traditional	ContentGPA	0	0		0	0	
044	School of the Art Institute of Chicago	2021	Traditional	ProfessionalGPA	0	0		0	0	
044	School of the Art Institute of Chicago	2021	Traditional	ACT	0	0		0	0	
044	School of the Art Institute of Chicago	2021	Traditional	SAT	0	0		0	0	
044	School of the Art Institute of Chicago	2021	Traditional	BasicSkills	0	0		0	0	
044	School of the Art Institute of Chicago	2021	Traditional	SubjectArea	0	1		0	1	
044	School of the Art Institute of Chicago	2021	Traditional	Recommendation	1	0		1	0	
044	School of the Art Institute of Chicago	2021	Traditional	Essay	1	0		1	0	
044	School of the Art Institute of Chicago	2021	Traditional	Interview	1	0		1	0	
044	School of the Art Institute of Chicago	2021	Traditional	Other	1	0	Portfolio of Artwork, resume	1	0	Portfolio of Artwork, resume

TEACHERS PREPARED - MAJOR & SUBJECT

InstCode	Institution	ReportYear	ProgramType	RecordType	CIPCode	Category	OtherSpecify	Prepared
044	School of the Art Institute of Chicago	2021	Traditional	Major	13.1302	Teacher Education - Art		16
044	School of the Art Institute of Chicago	2021	Traditional	Subject	13.1302	Teacher Education - Art		16

GOALS (LEP, MATH, SCIENCE, SpecED)

InstCode	Institution	ReportYear	ProgramType	Area	AcademicYear	HasProgram	GoalDescription	GoalMet	Strategies	Outcome	GoalComments
044	School of the Art Institute of Chicago	2021	Traditional	LEP	2019-20	0					
044	School of the Art Institute of Chicago	2021	Traditional	LEP	2020-21	0					
044	School of the Art Institute of Chicago	2021	Traditional	LEP	2021-22	0					
044	School of the Art Institute of Chicago	2021	Traditional	Math	2019-20	0					
044	School of the Art Institute of Chicago	2021	Traditional	Math	2020-21	0					
044	School of the Art Institute of Chicago	2021	Traditional	Math	2021-22	0					
044	School of the Art Institute of Chicago	2021	Traditional	Science	2019-20	0					
044	School of the Art Institute of Chicago	2021	Traditional	Science	2020-21	0					
044	School of the Art Institute of Chicago	2021	Traditional	Science	2021-22	0					
044	School of the Art Institute of Chicago	2021	Traditional	SpecEd	2019-20	0					
044	School of the Art Institute of Chicago	2021	Traditional	SpecEd	2020-21	0					
044	School of the Art Institute of Chicago	2021	Traditional	SpecEd	2021-22	0					

CONTENT TEST AND edTPA PASS RATES

InstCode	Institution	ReportYear	ProgramType	RecordType	GroupID	AssessmentCode	Assessment	TestCompanyID	Takers	AvgScaled	Passers	PassRate
044	School of the Art Institute of Chicago	2021	Traditional	Assessment	2	145	VISUAL ARTS	2	19	265	17	89
044	School of the Art Institute of Chicago	2021	Traditional	Assessment	3	145	VISUAL ARTS	2	16	265	16	100
044	School of the Art Institute of Chicago	2021	Traditional	Assessment	4	145	VISUAL ARTS	2	18	267	18	100
044	School of the Art Institute of Chicago	2021	Traditional	Assessment	5	145	VISUAL ARTS	2	11	264	11	100
044	School of the Art Institute of Chicago	2021	Traditional	Assessment	4	TP015.1	VISUAL ARTS	2	3			
044	School of the Art Institute of Chicago	2021	Traditional	Assessment	5	TP015.1	VISUAL ARTS	2	11	51	11	100
044	School of the Art Institute of Chicago	2021	Traditional	Assessment	2	TP015.2	VISUAL ARTS	2	1			
044	School of the Art Institute of Chicago	2021	Traditional	Assessment	3	TP015.2	VISUAL ARTS	2	16	49	16	100
044	School of the Art Institute of Chicago	2021	Traditional	Assessment	4	TP015.2	VISUAL ARTS	2	15	50	15	100
044	School of the Art Institute of Chicago	2021	Traditional	Summary	3				16		16	100
044	School of the Art Institute of Chicago	2021	Traditional	Summary	4				18		18	100
044	School of the Art Institute of Chicago	2021	Traditional	Summary	5				11		11	100