

ACADEMY OF ART UNIVERSITY
INITIAL PROGRAM DOCUMENTS FOR REVIEW

ART TEACHING CREDENTIAL PROGRAM

NOTE TO THE CTC & READERS OF AAU'S COMMON STANDARDS 3.4: In response to the requests for more information for the **Common Standards**, changes were made and submitted to the CTC in December, 2012. Currently, these responses are being readied by the CTC for Initial Program Approval and are planned to be added to the agenda for the Commission's April 18th, 2013 meeting. This version contains changes requested by the CTC regarding text color and isolation from the complete program as previously submitted in version 3.1. Like version 3.1, this 3.4 version contains the name change to the **Art Teaching Credential Program**, specific course numbers being assigned, resources and mission updates and personnel changes in the Organization Chart. The name change was agreed upon by all stakeholders at AAU and was based on the needs of our students, our administrative personnel, program designers and our accreditors.

This is a summary document that does not contain detailed syllabi for the program's courses. For more information on course details, please read **AAU ART TEACHING CREDENTIAL PROGRAM 3.4.PDF**.

DIRECTIONS ON THE USE OF THIS DOCUMENT...

1. *The banner at the top of all pages in this document is a hyperlink which, when clicked, will take you immediately to the **Table of Contents** on page 2.*
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3. *Throughout this document, specific pages, web sites and URLs called out in bold-italic type are additional hyperlinks which will take you to the content indicated.*
4. *Throughout this document, clicking on the Academy of Art University logo will take you directly to the Academy's home page.*
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ACADEMY OF ART UNIVERSITY
NARRATIVE FOR THE COMMON STANDARDS

ART TEACHING CREDENTIAL PROGRAM

ACADEMY OF ART UNIVERSITY MISSION STATEMENT

The Academy of Art University prepares aspiring professionals in the fields of design, communication and the arts by delivering excellent undergraduate and graduate degrees and certificate and portfolio development programs.

To achieve its mission the Academy of Art University:

- maintains an inclusive admissions policy for all persons who meet basic requirements for admission and instruction and who want to obtain higher learning in a wide spectrum of disciplines in art and design;
- teaches a disciplined approach to the study of art and design that encourages students to develop their own styles that blend their talents, technical skills and creative aspirations with professional knowledge;
- enlists a dedicated and very able full-time and part-time faculty of career artists, designers and scholars who are professionals and whose success as educators comes from their ability to teach students through the wisdom and skill they have amassed through years of experience and study;
- operates in an urban context so that academic programs can draw upon and contribute to the cultural wealth of those communities that are served;
- provides a creative environment that is at once supportive and challenging and underpinned by excellent personalized teaching and support services that address the needs of students of diverse ages and backgrounds;
- offers an undergraduate general education program designed to stimulate development of critical thinking, and communications skills, and to encourage emerging artists to draw upon a variety of disciplines to look at issues from multiple perspectives and to cultivate the ability to function as educated global citizens;
- manages in an ethical and efficient manner and administers the finances in a prudent fashion; and
- fosters optimum quality in all aspects of programs and services.

<http://faculty.academyart.edu/resource/MissionStatement.html>

ACADEMY OF ART UNIVERSITY

ART TEACHING CREDENTIAL PROGRAM

A study conducted by researchers in WestEd's Regional Educational Laboratory West (REL West, funded by Institute of Education Sciences, U.S. Department of Education), highlights the differences among California's counties and regions in their use of under-prepared teachers and their need for new teachers in the coming decade, as driven by projected student enrollment and teacher retirement.

A large percentage of the current population of public school teachers are nearing retirement over the next several years. Coincidentally, there has been a decline in teacher preparation enrollment and an increase in student enrollment. Combined, these factors support the need for qualified instructors in California and across the nation. It is the stated goal of the Academy of Art University to fill this need with the best qualified art teachers to serve the needs of our communities, our state and our culture.

Learn more at: <http://www.wested.org/cs/we/view/rstudy/45>

STANDARD 1: EDUCATIONAL LEADERSHIP

A. The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks.

1A: OUR VISION:

Leadership at the Academy of Art University has always believed education lies at the heart of our core values. We believe that in order to make our community and the world a better place, education will be the agent of change. We have long understood that art is another forum that can change the world in many positive ways. Therefore, we are offering our successful artists and alums across our culturally diverse community the opportunity to go further in their contributions to society and become recognized educators through our Teacher Credentialing Program in the Visual Arts.

Our candidates will become teachers because of the work they complete here and in our partner schools. We understand that teaching is an intellectual process that transforms not only our teacher candidates but their students, our community and society. In our standards-based credentialing program, candidates will be asked to put their knowledge into action beginning in their first education course — because we believe in doing. We understand that even the best ideas have little value unless one can execute them.

OUR CANDIDATES:

AAU alum Teacher Candidates are unique. They are successful graduates of Academy programs which are accredited by the Western Association of Schools and Colleges and the Accrediting Commission for Senior Colleges and Universities, <http://nces.ed.gov/collegenavigator/?q=academy+of+art+university&s=all&id=108232>. More information about our accreditation can be found at: <http://www.academyart.edu/majors/accreditation.html>. The knowledge and skills they have acquired in their chosen artistic direction are unique among other programs and art schools. Using their knowledge and experience from their art studies as a starting point, our candidates choose to dig deeper into their creativity and their values by pursuing a credential that permits them to share their knowledge and their passion for artistic expression with others.

Their experiences in making art, their readiness for action and their developed sense of self-awareness guides them in their classroom instruction. The knowledge they have obtained in their art and education studies enables them to evaluate and synthesize the needs of their students. They can identify the constituent parts of their practice and apply abstract ideas into concrete practices for their students. Our candidates have spent years in the development of their values in art and learning, and by choosing education as their emphasis, their commitment to their values as artists and educators is both consistent and complete.

Our candidates do what they say and believe in what they do. Sir Ken Robinson, Ph.D., suggests in his book, *“Out of Our Minds, Learning to be Creative”* (<http://sirkenrobinson.com/skr/>) that education is an “art form” requiring virtuosos in the field. AAU alums and teacher candidates are ideally qualified to meet the challenges of this new and demanding role of educators in public classrooms. **(Please see AAU's Expectations of Teacher Candidates in Enclosure D.)**

B. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability.

1B: OUR PROGRAM:

Our program, based on our vision for education and the standards set forth by the state of California, provides our Teacher Candidates with clinical studies, field experiences and Student Teaching which prepares them for their careers as educators. **(Please see pages 6-9 for an overview of our program.)**

The coursework is designed to be completed in one year (excluding prerequisite courses). The number of units is established by WASC. More information about our accreditation can be found at: <http://www.academyart.edu/majors/accreditation.html>. Course topics include: Educational Psychology, Methods, Lesson Planning, Differentiated Teaching, Brain and Growth Development, and Teaching and Learning Styles (including Auditory and Visual). Candidate performance to be evaluated through field experiences, testing and observation.

Performance and outcomes are the same and based on our core competencies. Accountability in evaluation will be established by sign-offs as each competency is demonstrated. These sign-offs will be tracked using TaskStream and when they are successfully completed, a recommendation for credential will be submitted to the state of California.

Academic Coursework: Based on California's requirements for a Single Subject Credential (see enclosure A), the Academy's proposed educational coursework is a standards-based curriculum designed to maximize the candidates' previously developed skills and prepare them with the competencies and techniques representative of successful teachers. Each class is designed to develop their professional skills as educators, forge their personal commitment to the learning process, grow their understanding and beliefs in education, and successfully prepare them for California's Teacher Performance Assessments.

Field Experiences: During our field experiences, the successful pairing of our candidates with cooperating teachers is a priority for our program. In collaboration with schools, we look for cooperating teachers whose goals and philosophy are consistent with those of our candidates. Working together with the schools and the cooperating teachers increases the likelihood of a successful pairing. Our goal is to maximize the candidate's successful experiences in the classroom while offering the cooperating teacher a positive opportunity for mentoring. Additional criteria for the selection of cooperating teachers includes they be master teachers recognized for their leadership and teaching experience in their area of certification and possess a strong commitment to the mentoring of student teacher candidates. Additionally, cooperating teachers should hold a Masters degree and have at least three years teaching.

Among our considerations for Cooperating Teachers are their schedules during the start-up of classes; training or preparation for work with our teacher candidates will be synchronized with their needs.

PROGRAM OVERVIEW:

DIRECTION, COURSES, CANDIDATE EXPERIENCES AND ACCOUNTABILITY:

ENTRY REQUIREMENTS – SUMMER SEMESTER: (JUNE–AUGUST)

1. **Pass the CBEST Examination; attend CBEST workshops if needed.**
2. **Pass the CSET Examination.**
3. **TB Health Certificate and clearances from Department of Justice and Federal Bureau of Investigation.**

SCHOOL HEALTH AND CPR WORKSHOP:

The official *San Francisco American Heart Association Heartsaver First-Aid Adult & Pediatric Course* (EMSA approved for CA Child Providers) covers bleeding control, burns, allergic reactions, fractures, poisoning, and other life threatening first-aid emergencies. This course designed for child care providers (EMSA approved), **teachers (clear credentials)**, fitness trainers, coaches, foster care, social workers, parents, nannies, construction, general workplace. AHA First-aid card valid 2 years. Teacher Candidates will receive the American Heart Association (AHA) Heartsaver First-Aid Book on the day of the class. (<http://safetytrainingseminars.com/index.php/schedule/>)

PREREQUISITES (3 UNITS) – SUMMER SEMESTER: (JUNE–AUGUST)

1. ATC 501: FOUNDATIONS IN ART EDUCATION (3 UNITS):

Overview of pedagogy geared to the arts educator. Teacher Candidates will be introduced to theories of adolescent development, learning, artistic development, and the uses of art materials, processes, and lesson planning strategies for art experiences with children and adolescents. Coursework includes Education as Profession: the California credentialing process, the TPE's and TPA's, California's Standards for Art (**see Enclosure G**) and their role in designing instruction, careers in education, current trends, values, ethics and aesthetics. Historical and Philosophical Foundations: the history of education, past and present leaders in educational theory and practice, philosophical approaches to education from Idealism to Reconstructionism, teaching and learning styles and reflective teaching practice. Social Foundations: education in society, equal opportunity and curricular foundations. World View: international and American perspectives. Political, Economic and Legal Foundations. The Future of Education: the effects of technology and social evolution on current practices in education.



TPA Task 1 Subject Specific Pedagogy and its four parts begins measuring TPE's 1, 3, 4, 6, 7 and 9, Teacher Candidates create their account in TaskStream to begin the assessments.

SEMESTER ONE (13 UNITS) – FALL SEMESTER: (AUGUST–DECEMBER)

1. ATC 510: TEACHING METHODS & CURRICULUM DEVELOPMENT (3 UNITS):

Study the scope and sequence, pedagogical approaches, methods and materials, and review the media and technology appropriate for teaching in the Visual Arts within the public school curriculum. Learn the theories and methods for effective standards-based curriculum development, assessment design and application, as well as arts-integrated approaches, inquiry-led learning strategies and collaborative practice. This course will include specific instruction in *How to Design a Standards-Based Education Learning Package* and adapt it to students with diverse needs. Learn practical, field based approaches to setting up and managing an effective and stimulating classroom for diverse learners in the art classroom. The course will address foundational learning from Elementary level as background for teaching at the Middle and High School levels. Learn to write developmentally appropriate, sequential, classroom ready units and lesson plans based on sound educational theory and best practices for a range of classroom settings. Review best examples of commercial curricular resources and instructional materials to supplement classroom practice. Explore themes central to youth development, experience and popular culture.

TPA Task 1 and TPA Task 2 addressed measuring TPE 1, TPE 2, TPE 3, TPE 4, TPE 8, TPE 10, and TPE 12. Teacher Candidates establish their accounts and monitor their progress in TaskStream.

2. ATC 520: THEORIES & METHODS FOR ENGLISH LANGUAGE LEARNERS (3 UNITS):

MEETING THE ENGLISH LANGUAGE LEARNERS' NEEDS IN THE ART CLASSROOM

Understand the cultural and language implications for English Language Learners, such as linguistic development and assessment of English proficiency, social and educational needs within the context of diverse classrooms, and the specific legal/public policy mandates affecting education. Learn applications to classroom management and lesson planning needs. Field work is required: mentoring, tutoring, and special project.

TPA Task 2 Designing Instruction and its five steps begins measuring TPE 1B, TPE 2, TPE 3, TPE 4, TPE 5, TPE 6B, TPE 6C, TPE 7, TPE 8, TPE 9, TPE 10, TPE 11, TPE 12 and addressing Program Standards 3, 4, 5, 12, 13. Teacher Candidates access their account in TaskStream to monitor the assessments. Teacher Candidates complete Task 2 with actual K-12 students.

3. ATC 530: THEORIES & METHODS FOR EXCEPTIONAL & SPECIAL LEARNERS (3 UNITS):

MEETING THE EXCEPTIONAL AND SPECIAL EDUCATION LEARNERS' NEEDS IN THE ART CLASSROOM

Teacher Candidates will learn the major categories of disabilities by identifying their causes, characteristics, and differentiated teaching strategies for each, including assistive technologies and social integration. State and federal laws pertaining to the education of exceptional populations and the teacher's role and responsibilities in the IEP process will be explored. Designing and adjusting learning packages to those identified as students with disabilities and/or gifts and talents will provide these students access to the core curriculum of art education. Also covered will be the history of special education, including litigation and legislation, particularly IDEA (PL 94-142) and the Americans with Disabilities Act.

TPA Task 2 Designing Instruction and its five steps continues measuring TPE's 4, 8, 9 and 12 and addressing Program Standards 14, 3, 4, 5, 6 and 10. Teacher Candidates access their account in TaskStream to monitor the assessments. Teacher Candidates complete Task 2 with actual K-12 students.

4. ATC 540: STUDENT TEACHING ONE (4 UNITS):

Placement in a public school classroom: Observation and supervised teaching experiences will be completed in ELL, exceptional and special education environments. These field experiences will include observation, directed observation, cooperative planning, joint teaching, tutoring, and small group discussion. Teacher Candidates will take part in reflective teaching activities which promote catharsis, insight and perception. Teacher Candidates will also be exposed to state and school policies, classroom environment, ensuring a professional working relationship with supervising teacher and effective relationship with students. These field experiences are designed to promote a deep understanding of school culture and the relationships between theory and practice.

TPA Task 1 Subject Specific Pedagogy and TPA Task 2 Designing Instruction conclude with review by calibrated TPA Assessors. Teacher Candidates monitor their assessments in TaskStream. Candidates with low scores are remediated. During this first semester, Teacher Candidates' studies and field experiences measure experiences with TPE 1B, TPE 2, TPE 3, TPE 4, TPE 5, TPE 6B, TPE 6C, TPE 7, TPE 8, TPE 9, TPE 10, TPE 11, TPE 12, TPE 13 and Program Standards 3, 4, 5, 12, 13.

INTERSESSION (3 UNITS): JANUARY

1. ATC 550: INSTRUCTION & ASSESSMENT OF ACADEMIC LITERACY (3 UNITS):

Learn the teaching methods, assessment strategies and applications to reading, speaking and writing for standards-based instruction in a variety of art classroom settings. Course will cover fundamentals of language acquisition theory and basic linguistic concepts as well as reading comprehension and critical thinking. (Fieldwork: Observations, Projects)

TPA Task 3 Assessing Learning and its six steps is introduced. This TPA measures TPE's 3, 6, 7, 8, 9 and 13. Teacher Candidates monitor their progress through their account in TaskStream. Teacher Candidates requiring remediation from Tasks 1 and 2 can complete the remediation during this time period.

SEMESTER 2 (14 UNITS) - SPRING SEMESTER: JANUARY – MAY

1. ATC 560: FOUNDATIONS IN PSYCHOLOGY (3 UNITS):

This course is designed to demonstrate how pupils' cognitive, personal-social, and physical development along with cultural and linguistic backgrounds are related to effective teaching practices and interpersonal relationships in secondary schools. Core components in this course include the study of how pupils learn, remember and apply the knowledge they have acquired and how their educational growth is assessed in schools. Each Teacher Candidate applies this knowledge by developing learning packages, organizing and managing a learning environment that promotes pupil development, motivation and learning in the 21st century art classroom.

TPA Task 3 Assessing Learning and its six steps continues in the classroom with actual K-12 students. TPA Task 4 Culminating Teaching Experience is introduced as Teacher Candidates are placed in cooperating schools. TPE's addressed within Task 4 are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 13. Teacher Candidates monitor their progress through their account in TaskStream.

2. ATC 570: INTEGRATING TECHNOLOGY IN THE ART CLASSROOM (3 UNITS):

Explore the array of technologies that can be applied to the curriculum as well as curriculum-based technologies for 21st century learners, based on California-adopted Technology Standards. Learn how to prepare Middle and High School students to be critical users of technology and media: to evaluate information sources for research purposes, to enhance communication, and to stimulate critical thinking and problem solving. The course will also address the legal, ethical, and moral uses of the Internet and telecommunications media.

TPA Task 3 Assessing Learning and its six steps continues in the classroom with actual K-12 students. Teacher Candidates monitor their progress through their account in TaskStream.

3. ATC 580: STUDENT TEACHING TWO (6 UNITS):

All Academy Teacher Candidates will be placed in public middle or high school classrooms. Field experience will include observation, directed observation, cooperative planning, joint teaching, tutoring, and small group discussion, partial and full-time teaching, planning and evaluating experiences over ten weeks. Teacher Candidates will take part in reflective teaching activities which promote catharsis, insight and perception. Student Teaching Part Two will be the culminating experience for the Teacher Candidate evaluated by the Cooperating Teacher, CalTPA assessor and other program cohorts and is vital to the recommendation for credential. A digital video recording will be made of the candidate's performance. Learning experiences the Teacher Candidate faces in the field are designed to promote a deep understanding of school culture and relationships between theory and practice.

TPA Task 3 Assessing Learning and TPA Task 4 Culminating Teaching Experience are completed during the Teacher Candidate's experiences in cooperating schools as a Student Teacher. Experiences cover TPE 1B, TPE 2, TPE 3, TPE 4, TPE 5, TPE 6B, TPE 6C, TPE 7, TPE 8, TPE 9, TPE 10, TPE 11, TPE 12, TPE 13 while Program Standards 3, 4, 5, 12 and 13 are addressed. Final evaluation of TPA 3 and TPA 4 are completed by calibrated TPA Assessors *prior to the end of the field experience* in order that remediation, if required, may occur. (This is as per the CalTPA Conference 2012 and Wayne Bacer's recommendation in his follow-up letter in May, 2012, and are incorporated in the design of the **Student Teacher Handbook**.)

4. ATC 590: FINAL REVIEW, PROFESSIONAL PORTFOLIO & TEACHING LAB (2 UNITS):

FINAL REVIEW: The purpose of this Final Review is to demonstrate mastery – both breadth and depth – of subject matter as well as preparedness to teach.

TEACHING LAB: Develop ability to articulate the role of art in education and to serve as a role model / leader within a learning community. Remediation for TPA 3 or 4, if indicated, will occur during this time frame.

- Standards-based art and arts-integrated lessons and curricula
- Assessment tools with rationale
- Student artwork and student writing from Student Teaching experience
- Personal artwork in several media
- Academic writing and research
- Reflective Statement on Teaching and Learning experience
- Advocacy Statement on the value of the Visual Arts to education
- Personal philosophy of the teaching of art based on the Academy experience
- Transcripts / list of courses taken in Subject Matter Pre-Credential and Credential Programs
- Letters of Recommendation and professional references.

All TPA Task Assessments, course assessments made during the program, videos, reflective journals, personal artwork, student artwork and other evidence will be combined in the Teacher Candidate's Portfolio and made available through TaskStream.

5. TAKING THE GRADUATE RECORD EXAMINATION

The GRE or Graduate Record Exam is required for admission to most U.S., Canadian, and UK graduate schools. Most education students attend graduate school for pursuing a Master degree. Those student with an MFA may take the GRE for Doctoral studies as indicated by the institution. The Academy of Art University recommends Teacher Candidates who are recommended for Preliminary Teaching Credential take the GRE in preparation for their advancement in the field. Our belief is that at this point in their studies, the Teacher Candidates are prepared for optimal performance in the GRE's.

6. RECOMMENDATION FOR PRELIMINARY TEACHING CREDENTIAL

After the Teacher Candidate has demonstrated mastery of the program competencies, completed all course-work and assignments, completed all requirements and prerequisites, and successfully completed all four of the California Teacher Performance Assessment tasks, the Director will make the final recommendation for Preliminary Teaching Credential. Graduates will then seek their Clear Credential while employed at their school district.

C. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.

1C: GOVERNANCE:

At AAU, program directors and faculty members propose, design, teach and evaluate all program curricula. They assess student learning and program effectiveness through an annual assessment process and a multi-year program review process. Many of these processes are determined by our accreditors including WASC, others by the University as a whole and others by the individual departments and their specific requirements for evaluation and regeneration of learning materials. Department directors and faculty meet regularly to discuss students' learning, the curriculum, and teaching strategies in Department Action Team meetings.

The number of field faculty will be determined by the number of candidates in the field and the number of visits required by California Teacher Performance Assessment and Teacher Performance Expectation standards. The program will control the educational instructional faculty hired. Faculty from any department at AAU are from WASC accredited programs.

Partner public schools will be involved in the process of placement and evaluation of our candidates. Having already met with the Assistant Superintendent of San Francisco Unified Public Schools, we are planning additional meetings with Principals in the district to establish their expectations from our candidates and our workflow for placing our Teacher Candidates in field experiences and Student Teaching partnerships with Cooperating Teachers. We are also in discussions with Fremont Unified School District to ascertain the best partnerships between our candidates and their pupils.

After we have established our general guidelines in the form of Memorandums of Understanding, we will continue to meet in regularly scheduled intervals that enable both the Credential Program and the partner schools to evaluate our program and plan the regeneration of materials, evaluation techniques and other changes as indicated in the evaluations.

Working together with the Art Education Department and courses already in place, approved and accredited, the Art Teaching Credential Program will focus its efforts on the courses required to meet the standards set forth by the CTCC and California Standards.

The Academy of Art University's Art Education Program (<http://www.academyart.edu/art-education-school/index.html>), currently offering accredited BFA and MA degree programs, is placing students in both museums and schools.

D. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution.

1D: UNIT LEADERSHIP:

Budget and Organization charts are in preparation (**see Enclosure F for Organization Chart**). A Credential Analyst and TPA Coordinator will be included in the faculty while serving additional roles in the Credential Program. Faculty will be requested based on the specific content of the courses and the requirements set forth by the state of California.

The Academy values this program and believes in educational leadership. Committees will become a natural part of this program's evolution as this program must be a collaborative effort. The attached draft Organization Chart will be the foundation on which the program develops (**see Enclosure F for Organization Chart**).

The Director of the Credential Program has completed CalTPA Training with Wayne Bacer and is currently certified in all four assessments and is Lead Assessor. Additionally, the Director has participated in several Program Readings at the CTC. He is a member of the California Council on Teacher Education and the National Art Education Association. The Director's biography is included at the end of this document.

E. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

1E: RECOMMENDATION PROCESS:

The Director, faculty, and staff gather all evaluations of candidates which is the basis of the recommendation for credential. During classroom and field experiences, evaluations are made throughout the curriculum establishing that the required core competencies have been met. The competencies are based on the California Teaching Performance Assessment tasks and the goals of the university's program. These competencies will be tracked and signed-off as they are achieved in classrooms, field experiences and workshops. The variety of evaluation techniques used and observers' varied backgrounds and experiences will facilitate fairness in the process. The collection of this data is the responsibility of the Director, faculty and staff. Recommendations for credential will be based on this data. ***(Please see the Program Overview on pages 6-9 to see the relationships between the TPE's, the TPA's, our TaskStream implementation and monitoring process which work together to provide the basis for the Recommendation of Preliminary Teaching Credential.)***

STANDARD 2: UNIT AND PROGRAM ASSESSMENT AND EVALUATION

A. The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.

2A: UNIT EVALUATION AND IMPROVEMENT:

The primary component in this educational unit is the Art Teaching Credential Program. Other parts of our unit include the School of Art Education (<http://www.academyart.edu/art-education-school/index.html>), the Curriculum Department, the Office of Compliance, and the academic departments (and their faculty representatives) within the Academy whose students are seeking a Teacher Credential.

Assessment and evaluation of programs at AAU is an ongoing process similar to CTC's ongoing evaluation of credentialing programs. Cyclical in nature, units (programs) are continually being evaluated and improved based on these evaluations. Our normal process: program directors and faculty members propose, design, teach and evaluate all program curricula. They assess student learning and program effectiveness through an annual assessment process and a multi-year program review process. Many of these processes are determined by our accreditors including WASC, others by the University as a whole and others by the individual departments and their specific requirements for evaluation and regeneration of learning materials. Department directors and faculty meet regularly to discuss students' learning, the curriculum, and teaching strategies in Department Action Team meetings.

The Credential Program will initiate the field and clinical evaluation methods as part of the program and curriculum development. These evaluation methods will then be reviewed by our partner schools, the Art Education department, the Curriculum Department and the Office of Compliance. The Director of Institutional Research and Assessment gathers summative information and statistics on the program and its participants that will be incorporated in the program's evaluation and improvement methods. All parts of the unit will collaborate in the development of the evaluation methods and in the collection of data to ensure unbiased methodology and data analysis. Once collected, the data will be used to regenerate course materials as needed.

The Art Teaching Credential Program will measure California TPE's as measured by CalTPA's in addition to its own criteria developed to measure core competencies taught to Teacher Candidates in the program. Accountability in evaluation will be established by sign-offs from all parts of our unit including calibrated CalTPA Assessors and program leaders as each competency is demonstrated. Our own CalTPA Coordinator will make the final decision regarding assessment and either the credential will be recommended or remediation will occur. AAU's Credential Program is designed to provide the Teacher Candidate with a scheduled remediation if needed. Final evaluation of TPA 3 and TPA 4 are completed by calibrated TPA Assessors *prior to the end of the field experience* in order that remediation, if required, may occur. (This is as per the CalTPA Conference 2012 and Wayne Bacer's recommendation in his follow-up letter in May.) Program completion will be tracked using **TaskStream** (<https://www.taskstream.com/pub/>). Upon completion, a recommendation for Preliminary Teacher Credential will be made.

B. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations.

2B: DATA COLLECTION AND ANALYSIS:

The Academy of Art University employs a variety of data collection methods developed to meet the needs of all the academic departments and the school at large. A powerful, custom PeopleSoft database collects data from students, teachers, directors, administrative assistants and trained Academy personnel to manage and distribute the data for specific needs ranging from student grades to program evaluations required for our WASC Accreditor. Adding to this flow of information is program specific data needed for specific accreditation needs.

The Art Teaching Credential Program will utilize the powerful and highly respected TaskStream to gather information about both the Teacher Candidates and program design and effectiveness. California Teacher Performance Expectations and Teacher Performance Assessments are blended into our program and help define the curriculum, objectives and standards for each course. Program completer performance will be tracked using **TaskStream** (<https://www.taskstream.com/pub/>) and when all requirements and competencies have been successfully completed, a recommendation for Preliminary Teacher Credential will be made.

C. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

2C: ASSESSMENT OF DATA:

The Director, faculty, staff and other members of the unit gather all summative evaluations of the program and those who complete the Credential Program. The data gathered from the Academy's PeopleSoft Database and from the TaskStream System will be collected and analyzed to determine both the candidate's progress and the effectiveness of the program and its curriculum. This data will be collected and added to the data gathered from Department Action Team meetings and analyzed to determine program strengths and weaknesses. Added to the Academy's annual assessment and multi-year program review process established by our accreditors including WASC, the summative evaluations will assess both student learning and program effectiveness. Regeneration of program materials and evaluation techniques will be based on the outcomes of these evaluations.

Additionally, these summative evaluations will help determine any changes that may be required in the unit's operations and the roles and responsibilities of the stakeholders. At AAU, this process has long been established in response to our accreditors' requirements; program directors and faculty members propose, design, teach and evaluate all program curricula. They assess student learning and program effectiveness through an annual assessment process and a multi-year program review process. Department faculty meet regularly to discuss students learning, the curriculum, and teaching strategies in Department Action Team (faculty) meetings. The Art Teaching Credential Program will become accredited as soon as possible and will participate in the same processes that have made the Academy at large successful and respected.

The Director of Institutional Research and Assessment gathers summative information and statistics on the program and its participants and incorporates that data in the program's evaluation and improvement plan. The collected and assessed data becomes an essential part of our ongoing reporting to our accrediting agencies. All parts of the unit will collaborate in the development of the evaluation methods and in the collection of data to ensure unbiased methodology and data analysis. Once collected, the data will be used to regenerate course materials as needed.

(Please read Standard 2B above for more information regarding specific techniques employed in data collection.)

STANDARD 3: RESOURCES

A. The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation.

3A: INSTITUTION SUPPORT:

Budget model for the Art Teaching Credential Program has been initiated while awaiting specific program structure and content. Draft Organization chart is included in **Enclosure F**. A Credential Analyst and TPA Coordinator are included in the Organization Chart. Faculty will be requested based on the courses required by California standards. Director's biography and resume are included at the end of this document.

B. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management.

3B: RESOURCES:

Consistent Allocation of Resources: This information is provided by AAU's Vice President of Administration. It is specific to the Academy of Art University's institutional financial structure and process and is intended to provide a framework for understanding the Credential Program's budget.

The Academy of Art University is a proprietary school whose mission requires a substantial financial commitment for qualified instructors, state-of-the-art educational equipment and campus facilities. The AAU must maintain a high level of financial stability in order to meet its educational mission and goals. The AAU's profitability allows it to provide students with quality teachers, current state of the art equipment, and expansive classroom facilities in a stimulating urban environment. Annual audits ensure the accuracy of the financial practices.

AAU receives its operating income primarily from student tuition/fees and dormitories. Revenues in 2011 increased by 5% from 2010.

Financial resources at the AAU are allocated subsequent to a rigorous budgetary review process. Each September the Executive Vice President of Finance sends all Department Directors and managers a budget template to be completed for the next year along with actual current year-to-date expenditures. Each director/manager completes the budget with input from their faculty, staff, and administration. Total operating expenses, personnel costs and capital expenditures are included. Completed budgets are submitted to the Executive Vice President of Finance for review and preparation of a draft budget for all departments.

The President, Executive Vice President of Finance, Executive Vice President, Executive Vice President of Enrollment Management, and Director of Finance meet to discuss the draft budget. Special emphasis is given to capital expenditures. The Executive Vice President of Finance makes necessary revisions resulting from this meeting.

Each budget is tied to an income statement. Projected revenue figures are based on past history trends, expected student enrollment and attrition before budget finalization. The President and the Executive Vice President of Finance review each income statement to determine if any additional adjustments are necessary.

Finalized budgets, upon approval by the President, are sent to each director/manager. Every month each director/manager receives a budget to actual variance report to determine if the department is within its budget.

All policies concerning tuition, fees and other charges are detailed in the AAU Catalog. Individual course fees are located under each course description in the catalog. The AAU refunds all charges less \$120 fee if the Enrollment Agreement is cancelled prior to the first day of instruction. The one-time International Student Tuition Deposit is non-refundable. As the process of applying for an I-20 is a lengthy one, the International Deposit is required to ensure the commitment of the applicant and is collected prior to the issuing of the I-20 to the student. The full amount of the International Deposit is applied towards the student's tuition once the student registers for classes. The tuition refund policy appears on pages 17-18 of the 2012 catalog supplement (academic policies). Students who withdraw from school prior to completing the 4th week of each semester (3rd week for the summer term) will receive a refund for the unused portion of tuition and other refundable charges.

Financial resources at the Academy are designated, subsequent to a rigorous budgetary review process. Department directors submit their requests for instructional and equipment needs on a regular basis. The department directors and their faculty members are best equipped to assess the needs of the industry and the students in relation to providing educational career preparation with academic excellence.

Factors considered in this thorough approval and planning process with the President, the Executive Vice President of Finance, and each Department Director/Manager include, but are not limited to: 1) Needs derived from growth in each academic department as well as associated instructional equipment/supplies; 2) Incremental faculty required with requisite experience and qualifications; 3) Enhancements to curriculum development; 4) Start-up costs to launch new curriculum offerings.

Departmental budgets are reviewed and allotted each semester. Financial projections are employed to assess the institution's needs on a long-term basis to ensure the maintenance of the requisite financial stability with which to implement the University's mission.

AAU has consistently provided centralized support for assessment, admissions and advisement. Admissions standards are detailed in **Standard 5: Admissions**.

This program will require classrooms of various configurations. Minimum and maximum configurations will be included in the Budget document. Specifications will be provided in the Institutional Master Plan.

C. Sufficient information resources and related personnel are available to meet program and candidate needs.

3C: INFORMATION RESOURCES AT AAU:

Academy of Art University Library:

At the Academy of Art University a collection of art and design related materials are housed and serviced within a central library. The Library's mission is to provide state-of-the-art resources in an environment that facilitates exchange of ideas and student success which directly ties to the University's mission to prepare aspiring professionals in the fields of design, communication and the arts by delivering excellent undergraduate and graduate degree and certificate programs. The Library's holdings of books, eBooks, journals, monographs, electronic databases, subscription websites, and digital images are vital to the students' academic learning and professional development. The library director and staff work with academic department directors, faculty, and administration to ensure that the collection supports and is relevant to current Academy curriculum.

The Library Director, Assistant Director and Reference Librarian, Associate Director of Library Systems and Online Resources, Visual Resources Librarian, Technical Services Manager/Cataloging Librarian, and the Assistant Reference and Instruction Librarian/Circulation Supervisor all hold MLIS degrees. Additionally, there are 12 paraprofessionals on staff including 1 Circulation Assistant who possesses an MLIS degree. An additional 8 college work scholars are employed to assist in the general upkeep and maintenance of the library stacks and work on special projects as assigned.

The library's online catalog is available on 40 computers in the Library and is web delivered so that it is accessible to anyone via the Internet. The Associate Director of Library Systems and Online Resources successfully designed the Library's homepage and website supporting the online catalog and electronic resources to improve and simplify access. The final product is a sophisticated site that seamlessly moves across three servers and numerous databases. Using this site, patrons can search the catalog by keyword, title, author or subject for books, periodical titles, videos, DVDs, CD-ROMS, picture file items, and course reserves. Additionally, patrons can browse lists of Library items based on material type, date of publication, and relevance to their major. The website also features subject guides for all majors, as well as topical subject guides for business and career resources within the library and on the internet. We also offer a wide array of online tutorials on our Reference Help page about library research, using databases, image searching, MLA citation, Information Literacy, and Computer Literacy. From the Online Resources page students have access to 21 subscription databases and websites specifically geared towards Liberal Arts and Art and Design education.

Student usage of the library averages around 1200 students per day during the Spring and Fall semesters and 700 students per day during the Summer semester. Circulation rates average 5,000 items per month for Spring and Fall semester and 2,000 items per month for Summer semester. We track the number of hits our website and online databases receive per month through Google Analytics as well as through Millennium. While usage

varies by resource, the statistics demonstrate increasing usage as a whole and that these resources are a well used part of our collection.

The library's reference desk is staffed Monday through Friday from 11 am to 6 pm to ensure students receive assistance in accessing and using appropriate research materials in their academic work. Additionally, reference services are offered via email, phone, chat, and through online offices in Adobe Connect. An Information Literacy session is required in the Composition for the Artist (LA 108) course as well as Fashion Business (FSH 111) course and some ESL courses. Additionally, we offer Information Literacy instruction to any class by request. Instructors have the option to bring their class to the library for instruction or to have a librarian visit their classroom.

Librarians also present library workshops at the Spring and Fall Teaching Expo to faculty. The Visual Resources Librarian showcases LUNA, our digital image database, and another librarian on staff presents a workshop on library resources and how faculty can assist students in conducting better research. This helps to improve faculty as well as student research here at the Academy.

Library Resources

The Library is a student-focused organization and the University President, Dr. Elisa Stephens, fully supports the Library through financial investment in research materials and technology. Library materials are purchased throughout the year and large purchases are generally purchased and implemented at the beginning of each semester. Over the last several years the library has received increased funding for print materials as well as technology-related acquisitions and staffing.

Library Resources Holdings:

Holdings & Resources	Number in Collection	Expenditures		
		2011	2012	2013 (Projected)
Books	40,000 volumes	\$44,000	\$43,000	\$47,750
E-Books	4,800 volumes	\$8,000	\$8,000	\$8,000
Periodicals	3,250 bound volumes 250 current titles/subscriptions	\$40,650	\$41,000	\$40,000
Database Subscriptions	21 databases	\$69,900	\$93,000	\$86,300
Digital Images	275,000 images	\$3,500	\$9,000	\$16,500
Videos/Films	4,450 VHS & DVD	\$4,000	\$5,000	\$5,000
Sound Recordings	125 (25 Music CDs and 100 sound effect CDs)	\$250	\$250	\$250
Electronic Access	Software: Library Catalog, & Digital Image Delivery	\$26,000.00	\$26,000.00	\$26,000
Picture File	10,000 items	\$0	\$0	\$0
MFA Archives	1250 projects	\$0	\$0	\$0
Total	48,240 volumes 275,000 digital images 4,575 multimedia items	\$196,300	\$225,250	\$229,800

Services for Online Students

The Academy of Art Library offers a wide array of resources and services online. These include “Ask a Librarian” which provides the opportunity for students and faculty to interact with a librarian via email and instant chat for reference assistance, 21 searchable databases and digital image collections with online tutorials on how to use them, and online subject guides for all majors. In addition, we also have a subject guide for online students to help introduce them to our online resources.

Library Resources / Databases: http://elmo.academyart.edu/find-resources/online_articles.html

- AMICO Library
- Proquest
- EBSCO Art Source and Omnifile
- Chronicle of Higher Education
- Oxford Dictionary of Art Online
- Avery Index
- Advertising Redbooks Online
- Women’s Wear Daily (Fashion Department)
- Cinema Image Gallery
- WGSN Professional Site
- Ebrary
- Digital Tutors
- Building Green
- IMDBPro
- Archivision
- Mintel
- Stylesite
- API Images (new, awaiting contract)

D. A process that is inclusive of all programs is in place to determine resource needs.

AAU’s budgetary planning process is tied to academic goals and features academic input from department directors and staff. The budget discussions focus on current and projected academic needs, and on accuracy and timing of expenditures, rather than on the amount of resources available. Financial resources at the Academy are distributed subsequent to a rigorous budgetary review process. Each October the VP of Finance sends all Department Directors and managers a budget template to be completed for the next year along with actual current year-to-date expenditures. Each director/manager completes the budget with input from their faculty, staff, and administration. Total operating expenses, personnel costs and capital expenditures are included.

The departmental budget planning process is focused on serving students’ academic needs. Budget and planning discussions between the department directors, Finance, and Executive Administration focus on current and projected academic needs, and on accuracy and timing of expenditures, rather than on the amount of resources available. Factors considered in balancing educational needs against considerations of profitability include:

1. Needs derived from growth in each academic department
2. Enhancements to curriculum as well as associated instructional equipment/supplies necessary to fulfill mission
3. Start-up costs to launch new curriculum offerings
4. Incremental raises for faculty with requisite experience and qualifications.

Completed budgets are submitted to the EVP of Finance for review and preparation of a draft budget for all departments. The President, the EVP of Finance, EVP of the Academy, EVP of Enrollment, and administrative assistants meet to discuss the draft budget. Special emphasis is given to capital expenditures. The EVP of Finance makes necessary revisions resulting from this meeting. Each budget is tied to an income statement and balance sheet. Projected revenue figures are based on past history trends, expected student enrollment and attrition before budget finalization. The President and the EVP of Finance review each income statement and balance sheet to determine if any additional adjustments are necessary. Finalized budgets are sent to each director/manager. Every month each director/manager receives a budget to actual variance report to determine if the department is within its budget. Departmental budgets are reviewed and allotted each semester. Financial projections are employed to assess the institution’s needs on a long-term basis to ensure the maintenance of the requisite financial stability with which to implement the Academy’s mission. New classroom space and equipment are augmented to ensure that students are provided with modern and functional facilities



STANDARD 4: FACULTY AND INSTRUCTIONAL PERSONNEL

A. Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service.

4A: QUALIFIED PERSONNEL:

The Art Teaching Credential Program will hire only calibrated CalTPA Assessors to score Teacher Candidate TPA Tasks in the field. Assisting in this process will be the on-staff TPA Coordinator whose primary responsibilities will be monitoring the successful completion of all TPA activities. A Credential Analyst will be hired as needed.

The Academy's Credential Program will only hire faculty who hold current teaching credentials in their subject area and who have taught for a minimum of three years in public schools, colleges or universities. Full time faculty will hold appropriate post-graduate degrees and have a minimum of three years experience in P-12 schools. Adjunct faculty are primarily current or retired P-12 professionals who are hired to enhance the preparation of teacher candidates. Examples from the current development stage of our program include but are not limited to:

1. **Deborah George:** Teaching Methods and Curriculum Development, Masters of Art Education, Kutztown University of Pennsylvania, Kutztown, PA, 2006
2. **Cathy Gross:** Theories and Methods, Meeting the English Language Learners' Needs, Masters of Art Education, University of California, Berkeley, Education in Language and Literacy: Advanced Reading and Language Leadership Program, ELD Director for Albany Unified School District, retired
3. **Andrea Drillings:** Theories and Methods, Exceptional and Special Learners, BS in Education: Elementary and Special Education, University of Delaware, currently Director of Classroom Services for AAU
4. **Rebecka Hagerty:** Foundations in Psychology, Ph.D., Education: Qualitative Evaluation and Program Development. University of California, Berkeley, 1991, M.Ed., Family Life Sciences. University of California, Davis, 1974, currently Research Specialist, Assessment, Research and Evaluation, Sacramento City Unified School District

As the Academy's Credential Program continues to develop, credentialed, experienced educators like those above will be hired to complete the writing of the onsite and online courses. Additionally, the Credential Program will follow the Academy's standards in hiring practices which include this policy statement regarding documentation from page 42 of *AAU's Faculty Manual 2012–2013*:

Faculty Documentation

The Academy of Art University is required by its accrediting bodies to maintain faculty files that document the faculty member's educational and professional qualifications. In order to be eligible for employment as a faculty member, all faculty must complete all accreditation forms required by the Academy. All faculty will be expected to complete a NASAD (National Association of Schools of Art and Design) form and Transcript Request form. In addition, instructors are required to submit a list of any professional organization memberships."

Field experiences will be supervised by Clinical Experience Teachers, certified personnel from the districts and trained/calibrated CalTPA Assessors. Clinical Experience Teachers must have a minimum of three years experience and hold a current California Teaching Credential.

B. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.

4B: DIVERSE PERSONNEL:

The Academy of Art University is well known for its international, multi-cultural faculty, staff and student populations, <http://nces.ed.gov/collegenavigator/?q=academy+of+art+university&s=all&id=108232>. Hiring practices at the Academy of Art University prohibit hiring based on race, ethnicity or gender. Faculty at the Academy are hired on the basis of their expertise in their domain and are prized members of their profession. The Academy's motto is "By Artists For Artists" and, with this in mind, faculty in the Art Teaching Credential Program will be "By Teachers For Teachers." Please visit <http://jobs.academyart.edu/> and **Enclosure H** to learn more.



In addition to our institutional philosophy, our hiring practices are governed by local, state and federal policies as well as by our WASC and ACICS accreditors. The Art Teaching Credential Program will operate according to Academy requirements as well as the rules set forth by the state of California and the CCTC.

C. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

All faculty in the Art Teaching Credential Program will be required to participate in public school programs on a regular basis to remain current in the standards and frameworks of cooperating public schools. Faculty will be trained in California's Art Standards, Teacher Performance Expectations and Teacher Performance Assessments. Faculty will complete training in the TPA Overview and at least one of the Teacher Performance Assessments. The AAU TPA Coordinator will be responsible for monitoring all training sessions to guarantee compliance with California standards. Additionally, all faculty in the AAU Art Teaching Credential Program will be trained in TaskStream. TaskStream will be implemented to monitor the Teacher Candidate's progress through the TPA Tasks, build their education portfolios and maintain records that will be used to evaluate both the Teacher Candidates and the Credential Program and provide valuable information to the CTC, CalTPA and our WASC Accreditors.

D. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.

COLLABORATION WITH COLLEAGUES

Because the Art Teaching Credential Program is a new department at the Academy of Art University, our plans for collaboration with the education community at large are based on years of successful Department Action Team Meetings (DATs). In DAT Meetings, department directors work collaboratively with faculty, industry, students and faculty development personnel to define and implement improvements to the curriculum. The Credential Program will continue to improve its curriculum using DATs, but we will take the additional step of creating an **Education Community Advisory Team**. ECAT will include but is not limited to these concepts: Minutes will be taken and used as part of Academy documentation for accreditors and CTC requests

1. This will be a **partnership of educators** whose mission is to improve education experiences for the Credential Program, School Districts, Cooperating Teachers, University Faculty, Teacher Candidates, and pupils.
2. The schedule of meetings will be determined collaboratively with the education partners. Regularly scheduled meetings may occur on the University's campus, school districts' meeting areas and/or online through Adobe Connect Sessions.
3. Agenda for the meetings will be determined collaboratively, but may include topics like:
 - Scheduling of important university, district, teacher candidate and student events (like national testing)
 - District focus on student success, retention and graduation
 - Partnership to focus on ongoing reciprocal learning between institutions
 - Academy focus on optimal Field Experiences for Teacher Candidates
 - Academy offers Summer Internships to high school pupils
 - Academy offers Summer Grants for Public School Teachers to enhance their professional development
 - Methods and experiences that better prepare Teacher Candidates to meet the needs of the districts
 - Improve field experiences in diverse urban classrooms
 - Teachers from districts teach and/or visit university classrooms
 - Student Teacher Professional Planning
 - **Instruction for Cooperating Teachers and Teacher Candidates**
 - Faculty Development Days

PARTNERS IN EDUCATION

The Academy has a history of partnerships in education. For many years, AAU has provided opportunities for pupils in high schools and teachers in classrooms to explore their artistic vision and develop as professionals in two unique programs: **The Summer Art Experience Program** and the **Teacher Grant Program**.

Pre-College Art Experience Programs: The Academy of Art's Pre-College Art Experience Program allows pupils to get a head start on their creative future, bring their imagination to life, explore their passion for art and design while earning college credit. Participants discover their potential and interact with other young artists

Academy of Art University's Pre-College Programs are open to current high school students. Benefits of these innovative, hands-on programs include:

- Introducing current high school students to life at a top art and design university.
- Assisting current high school students in building a solid portfolio.
- Offering current high school students college credit towards Academy of Art University for up to 2 undergraduate classes (3 PCAE classes successfully completed with a grade "C" or higher = 1 undergraduate class).
- Exposing students and their families to career opportunities in various fields of art and design before enrolling as an undergraduate student.

To learn more, please visit: <http://www.academyart.edu/degrees/pre-college.html>

Teacher Grant Program: The Academy provides educational experiences for classroom teachers as well as pupils through its Teacher Grant Program. The mission of the Academy's Teacher Grant Program is to

- Encourage and inspire those who work with young artists & designers
- Provide teachers & counselors the opportunity to refresh and expand their skills as well as tap into the creative community in San Francisco

Program Fees: Program provides a full tuition scholarship for a maximum of:

- Three to six undergraduate course units for On-Campus
- Three undergraduate course units for Online
- Recipients are responsible for all other costs & fees including: application fee, registration fee, lab fees, supplies, room and board, transportation and any other expenses

*Applications are reviewed by the Academy's Teacher Grant Committee. All applicants will be notified of their Application Status by the date listed.

To learn more, please visit: <http://www.academyart.edu/degrees/teacher-grant.html>

Faculty for the Art Teaching Credential Program will be active participants in our partnership with public schools. They will also be required to participate in relevant educational workshops and training offered by the CTC, CalTPA and Credential Counselors & Analysts of California, the California Council on Teacher Education and remain current in issues covered in The Chronicle of Higher Education as measured by regular participation in Department Action Team meetings. (Please see Standard 4E below for more information about AAU's collaboration and faculty development systems.)

E. The institution provides support for faculty development.

4E: FACULTY DEVELOPMENT AT AAU

AAU's Faculty Development Department provides a wide range of support services for Academy instructors, both on campus and online. These include in-class faculty support, two teaching conferences per year, a library of teaching resources, weekly teaching tips, and online training tutorials.

TEACHING SEMINARS: Teaching seminars, led by faculty developers and senior faculty members, offer all faculty (onsite and online) the opportunity to share best practices, discuss teaching issues, and learn new strategies. Two all-day conferences are held prior to the start of the spring and fall semesters, respectively, and a series of workshops are held during midterms as well. Department-specific workshops are also periodically delivered upon



request to address a particular curricular area. Online seminars and Macromedia Breeze tutorials for continuing faculty and online instructors are available through the faculty web site (<http://faculty.academyart.edu>), as well as through links to external conferences and webinars.

GRADING SUPPORT: Faculty developers are available to meet with individual or small groups of instructors to set up their grade books using an electronic grade management system (Easy Grade Pro or Excel). Developers are also available to help instructors create customized grading rubrics for their courses.

IN-CLASS FACULTY SUPPORT: To encourage self-reflection and enhance the quality and experience of teaching at the Academy, faculty developers contact instructors and arrange to visit their class for an hour and then give constructive, supportive feedback in a customized “debriefing” session. This is done for new instructors by default and for continuing instructors by self-nomination or at the advice/ referral of their department director. Videotaping so that instructors may observe their own class (together with a debriefing session with a faculty developer) is also available by request.

TEACHING CONSULTATIONS: Following a classroom visit, developers meet one-on-one with the instructor for 30-60 minutes to discuss successful strategies, suggest alternative approaches, and identify areas for growth. In addition to observation-based meetings, faculty developers are available to meet with both online and onsite faculty on a drop-in or appointment basis regarding teaching issues or questions that may arise (lesson planning, activity development, grading, addressing problematic student behaviors).

WEEKLY TEACHING TIPS: Launched in Spring 2005, this program allows instructors to receive weekly teaching tips via email from the Faculty Development office. These tips suggest classroom strategies appropriate to the current phase of the semester (e.g., icebreakers and team-building strategies for the early weeks, or strategies for communicating feedback to students at midterms and finals) and are pertinent to both online and onsite faculty. In its inaugural semester, there were approximately 200 recipients; 300 faculty elected to receive the Teaching Tips in Fall 2005.

FACULTY RESOURCES WEBSITE: The faculty resources website offers an instructional resource library, teaching tips, best classroom practices, forms. There are also programs unique to online faculty and pedagogy:

1. Online tutorials for online faculty such as Online Course Development and Online Teaching;
2. Online Faculty Training Program– every new online teacher at the Academy is paired with an experienced online instructor who serves as a teaching coach. Throughout the new faculty member’s first semester of online teaching, the coach serves as the go-to person for any questions related to online teaching and actively reviews the new teacher’s class and offer constructive feedback and recommendations;
3. Online Help Desk – to help with course navigation and answer technical questions for instructors.

Please visit <http://faculty.academyart.edu/about/index.html> for more information on the AAU’s Faculty Development

F. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

4F: INSTRUCTOR PERFORMANCE EVALUATIONS AT AAU

The Academy of Art University has a long established practice of ongoing instructor, course and facilities evaluations using the latest online techniques.

STUDENT EVALUATIONS: Using course syllabus and objectives as the standards, Academy students are asked to evaluate the instructor, the course and facilities three times during each semester. In our fifteen-week semester, students complete these evaluations online at weeks four and fourteen. The evaluations rate the course and instructor according to performance standards established by the administration, Faculty Development and our accreditors. These evaluations are confidential and rate the instructor, course and facilities on a numeric scale. Additional space includes personal comments the students wish to make. These personal comments are presented in summary form in the evaluation to further protect the identity of the student. The data from these evaluations are collected and summarized by an advanced online system developed and operated by AAU's Cyber Campus and made available to all department directors and essential administrative staff for review on their online Dashboards. Department Directors use this data to help guide them through processes of commendation or remediation. If remediation is required, Faculty Development is consulted. *(See Faculty Development in Standard 4E above for more information.)*

FACULTY OBSERVATIONS: As part of our WASC Accreditation, senior faculty and Department Directors visit and evaluate instructors while teaching in the classroom and complete evaluation forms. The data from these evaluations are collected and analyzed by our Department of Institutional Research and used for purposes of both commendation or remediation.

FIELD SUPERVISORS: Each cooperating teacher will be observed and evaluated by the AAU faculty working as field observers during the numerous field experiences of our candidates using Field Observation Forms designed to identify and rate key concepts and methods from the coursework. Only those cooperating teachers who successfully pass these evaluations will be asked to continue in their role; those who are determined not to be a good fit will not be asked to continue. These observations and evaluations may also lead to candidates being moved to other cooperating teachers during their field experiences.

STANDARD 5: ADMISSION

A. In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements.

5A: ADMISSION OVERVIEW

Academy of Art University seeks individuals of all cultures, races, religions, and ethnic origins with outstanding academic preparation from one of our accredited degree programs. Candidates for our Art Teaching Credential Program must have a commitment to working with adolescents in diverse, multicultural, multilingual, and technologically complex educational settings while sharing a wide range of artistic and academic interests.

AAU alums and teacher candidates come from many cultures, races and religions and are ideally suited to working with adolescents from equally diverse backgrounds in California public schools. According to the National Center for Education Statistics, the Institute of Education Sciences and College Navigator, <http://nces.ed.gov/collegenavigator/?q=academy+of+art+university&s=all&id=108232> AAU's BFA and MFA alums meet this definition.

Candidates will have the following:

1. A BFA or MFA degree from AAU or other accredited institution of higher learning with a minimum 2.5 GPA.
2. A passing score on the California Basic Educational Skills Test (CBEST)
3. Pass the CSET Examination.
4. School Health Education and CPR Workshop
5. TB Health Certificate and clearances from Department of Justice and Federal Bureau of Investigation.
6. Successfully complete the introduction course, Foundations in Education
7. Provide six verifiable letters of recommendation, three from academic or professional sources and three personal sources

ADMISSION DETAILS:

1. PASSING THE CBEST EXAMINATION

ENTRY REQUIREMENTS FOR THE ART TEACHING CREDENTIAL PROGRAM: All candidates must pass the California CBEST examination prior to admission into the Academy's Art Teaching Credential Program. Workshops will be provided by the Academy and available to all candidates.

The CBEST is designed to test basic reading, writing, and mathematics skills found through an extensive job analysis to be important for the job of an educator. The test consists of three sections: reading, writing, and mathematics. The questions in the reading section assess a candidate's ability to comprehend information presented in written passages, tables, and graphs. There are 50 multiple-choice questions from two major skill areas: critical analysis and evaluation, and comprehension and research skills. The mathematics section consists of 50 multiple-choice questions from three major skill areas: estimation, measurement, and statistical principles; computation and problem solving; and numerical and graphic relationships. The writing section includes two writing topics that assess an examinee's ability to write effectively in English. One topic asks candidates to analyze a given situation or statement and the other asks them to write about a specified personal experience. Examinees must respond to both topics. Specialized content knowledge is not required in the reading and writing sections.

The CBEST is designed to be administered in a test session of a maximum of four hours. Candidates may take one, two, or all three CBEST sections during a test session. The CBEST passing requirements are based on a compensatory scoring model. The scaled scores used for reporting CBEST results range from 20 to 80 for each of the three sections. The passing score on each CBEST section is a scaled score of 41. A total score (i.e., the sum of the Reading, Mathematics, and Writing scaled scores) of 123 is required for passing status. It is possible to pass the CBEST with a scaled score on one or two sections as low as 37, provided that the total score is 123 or higher. It is not possible, however, to pass the CBEST if any section score is below 37, regardless of how high the total score may be. Once the test has been passed, the scores remain permanently valid.

The CBEST is offered six times per year, on the opposite months from the CSET examinations: August, October, December, February, April and June (<http://www.ctc.ca.gov/commission/agendas/2007-08/2007-08-7C.pdf>).

2. PASSING THE CSET EXAMINATION

Based on the expertise each Teacher Candidate has acquired, passing the CSET examination is a prerequisite for admission into the Credential Program. The CSET in Art measures the following:

Subtest 1: Artistic Perception; Historical and Cultural Context of Visual Arts; Aesthetic Valuing

Subtest 2: Creative Expression; Connections, Relationships & Applications; History & Theories of Learning in Art

The CSET examinations are administered up to six times per year, every other month; September, November, January, March, May and July (<http://www.ctc.ca.gov/commission/agendas/2007-08/2007-08-7C.pdf>).

3. SCHOOL HEALTH AND CPR WORKSHOP:

The official *San Francisco American Heart Association Heartsaver First-Aid Adult & Pediatric Course* (EMSA approved for CA Child Providers) covers bleeding control, burns, allergic reactions, fractures, poisoning, and other life threatening first-aid emergencies. This course designed for child care providers (EMSA approved), **teachers (clear credentials)**, fitness trainers, coaches, foster care, social workers, parents, nannies, construction, general workplace. AHA First-aid card valid 2 years. Teacher Candidates will receive the American Heart Association (AHA) Heartsaver First-Aid Book on the day of the class. (<http://safetytrainingseminars.com/index.php/schedule/>)

4. ATC 501: FOUNDATIONS IN ART EDUCATION (3 UNITS):

PREREQUISITE COURSE: Introduction to theories of artistic development. Uses of art materials and processes, and lesson planning strategies for art experiences with children and young adolescents. An examination of the role of the senses, emotions, and intellect in artistic development and of the layered integrations they form over time. Discussion of ways in which developmental insights are basic to the design and implementation of engaging visual arts lessons which offer critical starting points for reflective teaching practices. Overview of pedagogy geared to the arts educator. Coursework includes Education as Profession: the California credentialing process, the TPE's and TPA's, California's Standards for Art and their role in designing instruction, careers in education, current trends, values, ethics and aesthetics. Historical and Philosophical Foundations: the history of education, past and present leaders in educational theory and practice, philosophical approaches to education from Idealism to Reconstructionism, teaching and learning styles and reflective teaching practice. Social Foundations: education in society, equal opportunity and curricular foundations. World View: international and American perspectives. Political, Economic and Legal Foundations. The Future of Education: the effects of technology and social evolution on current practices in education.

Teacher candidates will be introduced to California's Teacher Performance Expectations (TPE's) and how they are assessed using California's Teacher Performance Assessments (CalTPA). Teacher Candidates will receive information about TaskStream and its implementation in the Academy's Credential Program to monitor their progress. Additionally, California's Standards for Art Education (including Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, Connections, Relationships and Applications are introduced.

B. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.

5B: MULTIPLE MEASURES USED IN ADMISSION

AAU alums and teacher candidates come from many cultures, races and religions and are ideally suited to working with adolescents from equally diverse backgrounds in California public schools. According to the National Center for Education Statistics, the Institute of Education Sciences and College Navigator, <http://nces.ed.gov/collegenavigator/?q=academy+of+art+university&s=all&id=108232> AAU's BFA and MFA alums meet this definition.

Recommendations from faculty, from members of the community, other school work and volunteering with other organizations. Additionally, all candidate applicants will be reviewed by Credential Program personnel to assure suitability.



Six verifiable letters of recommendation (three from academic or professional sources and three from long-term friends), and other sources of information as needed or required.

C. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

5C: PRE-PROFESSIONAL EXPERIENCES:

All Teacher Candidates who are alums of the Academy of Art University meet the academic, personal, and communication standards by virtue of their successful graduation from the Academy and by having met the Admissions Requirements. (Please visit <http://nces.ed.gov/collegenavigator/?q=academy+of+art+university&s=all&id=108232> to learn more about the diversity on the Academy's campus.) Candidates from the Academy and from other accredited schools will be further assessed in the prerequisite course, Teaching Art to Students.

Under consideration for personal assessment of suitability are standardized tests that help establish the candidate's personal preferences. One of those considered is the Haberman Personal Inventory (<http://www.altcert.org>).

Haberman Test, Dimensions Assessed:

1. Persistence predicts the propensity to work with children who present learning and behavioral problems on a daily basis without giving up on them for the full 180 day work year.
2. Organization and Planning refers to how and why star teachers plan as well as their ability to manage complex classroom organizations.
3. Values student learning predicts the degree to which the responses reflect a willingness to make student learning the teacher's highest priority.
4. Theory to Practice predicts the respondent's ability to see the practical implications of generalizations as well as the concepts reflected by specific practices.
5. At-Risk Students predicts the likelihood that the respondent will be able to connect with and teach students of all backgrounds and levels.
6. Approach to Students predicts the way the respondent will attempt to relate to students and the likelihood this approach will be effective.
7. Survive in Bureaucracy predicts the likelihood that the respondent will be able to function as a teacher in large, depersonalized organization.
8. Explains Teacher Success deals with the criteria the respondent uses to determine teaching success and whether these are relevant to teachers in poverty schools.
9. Explains Student Success deals with the criteria the respondent uses to determine students' success and whether these are relevant to students in poverty schools.
10. Fallibility refers to how the teacher plans to deal with mistakes in the classroom.

STANDARD 6: ADVICE AND ASSISTANCE

A. Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement.

6A: UNIT PROVIDES ASSISTANCE

To guarantee that Teacher Candidates meet regularly with the faculty and professional staff, a schedule of meetings will be established during the coursework and clinical studies as part of the program's requirements. In addition, maintaining regular office hours with the faculty and Director of the Credential Program will be essential to our overall commitment to communicating with our candidates. An open door policy is the best way to solve problems as they arise and develop the ongoing relationship with students needed to maintain lifetime contact, track the progress of alums and place future alums.

Should a student not participate in these opportunities for advisement, they risk failing their coursework requirements and will be referred to the Academy's Academic Resource Center (ARC) for counseling and advisement. AAU provides opportunities for advice and counseling through its Academic Resource Center and Admissions Department personnel and programs all geared towards student success.

B. Appropriate information is accessible to guide each candidate's attainment of all program requirements.

6B: ACCESS TO INFORMATION

TaskStream will be the primary conduit for the exchange of information during the Teacher Candidate's experiences in the Credential Program. In addition to TaskStream, internal program record keeping and internal database will be complimented by the Academy's information management systems as managed and implemented by the university's IT directors. The Academy of Art University has established and maintained a comprehensive online system through which students have access to information regarding their classes, registration, grades, progress and materials provided by both the department and the instructors.

This system is My.Academyart.edu (<http://my.academyart.edu/>).

C. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession.

6C: ASSURING ADVANCEMENT

The candidate's competencies will be evaluated according to the structure of the program and its courses. Data from these evaluations and CalTPA Assessments will be recorded and monitored in TaskStream. Failure to demonstrate any core competency will result in the candidate repeating the behavior/task (remediation) until the competency is established assuring his or her success in the classroom. CalTPA Tasks will be concluded at times permitting remediation if needed, as per Wayne Bacer and the conclusions of the May CalTPA Conference.

Should the Teacher Candidate fail to demonstrate the required program competencies, they will be required to visit the Academy Resource Center and be guided to another career accordingly.

D. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

6D: CHARTING PROGRESS

Each competency will be charted and evaluated by a test, evaluation or field observation by qualified personnel including CalTPA Assessors. Each students' progress through the program towards the competencies and eventual credential will be accessible to the candidate with access to TaskStream and the Academy's web portal (<http://my.academyart.edu/>). Through my.academyart.edu, all Academy students have access to Coursework Support, Academic Resources, Student Resources, Online Classes, Campus Information and access to their grades and course progress as well as Registration. Teacher Candidates will have access to this same system and will therefore have access to their progress in their coursework. (For more information, see above, A, B, and C.)

STANDARD 7: FIELD EXPERIENCE AND CLINICAL PRACTICE

A. The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards.

7A: FIELD-BASED AND CLINICAL EXPERIENCES

The field experiences included in the AAU Credential Program are immersive experiences placing the candidate with students from the first class to the final Student Teaching experience. Each field experience will be designed to establish a competency that relates directly to California's Teaching Performance Expectations and measured by California Teacher Performance Assessments. Evaluations and observations will be standardized through the use of evaluation and observation forms designed to recognize the core competencies as they are demonstrated. TPA Tasks will be assessed by two CalTPA Assessors and managed by the Academy's CalTPA Coordinator.

During our field experiences, the successful pairing of our candidates with cooperating teachers is a priority for our program. In collaboration with schools, we look for cooperating teachers whose goals and philosophy are consistent with those of our candidates. Working together with the schools and the Cooperating Teachers increases the likelihood of a successful pairing. Our goal is to maximize the candidate's successful experiences in the classroom while offering the cooperating teacher a positive opportunity for mentoring. Additional criteria for the selection of cooperating teachers includes they be master teachers recognized for their leadership and teaching experience in their area of certification and possess a strong commitment to the mentoring of student teacher candidates. Additionally, they should hold a Masters degree and have at least three years teaching experience in their field.

REGULAR EVALUATION OF FIELD-BASED EXPERIENCES

Teacher Candidate's at Academy of Art University will have two Field Experience opportunities, Student Teaching Part One and Student Teaching Part Two. Each experience will provide the Candidate with increasing responsibilities in the classroom. Observations are scheduled regularly (below) while the Candidate completes the TPA Tasks.

ATC 540: Student Teaching One

Teacher Candidate's first Student Teaching experiences require approximately 60 hours in the field during the course of ten weeks in a fifteen week semester at Academy of Art University.

During the weeks prior and following the Student Teaching Experiences, the Teacher Candidate will have adequate time to prepare, meet school district personnel and interview with the Master Cooperating Teacher. **Candidates are also required to read the Student Teacher Handbook and discuss it in their concurrent classes.** This schedule also allows time for the Teacher Candidate to consult with the Cooperating Teacher, Academy Program Advisors and work with Academy Observers. In the weeks following the Student Teaching Experience Part One, The candidate will have adequate time to complete the required CalTPA Tasks 1 and 2. If required, there will be adequate time for remediation in this schedule.

Ten week field placement:

Guided observation 2 periods each day	week 1
Teach two 10-15 minute lessons	week 2
AAU observation.....	week 2
Teach for one period, 5 days per week and observe remaining	week 3
Add responsibility to 2nd period.....	week 4
AAU observer, consult on lesson plans	week 4
Mid-semester review	week 5
Teach 2 periods each day for 5 days a week.....	week 5
Teach 2 periods each day for 5 days a week.....	week 6
AAU observation.....	week 4
Teach 2 periods each day for 5 days a week.....	week 7
Teach 2 periods each day for 5 days a week.....	week 8
Teach 2 periods each day for 5 days a week.....	week 9



Teach 2 periods each day for 5 days a week.....	week 10
Final Evaluation.....	week 10

ATC 580: Student Teaching Two

The Culminating Teaching Experience will be preceded by careful placement and cooperation with the district for optimal experiences for all involved. Contracts, agreements and special preparation will prepare the Teacher Candidate for CalTPA Task 3 and TPA Task 4, resulting in Preliminary Teaching Credential. Teacher Candidate's final Student Teaching experiences require approximately 75 hours in the field during the course of ten weeks in a fifteen week semester at Academy of Art University.

During the weeks prior and following the Student Teaching Experiences, the Teacher Candidate will have adequate time to prepare, meet school district personnel and interview with the Master Cooperating Teacher. **Candidates are also required to review the Student Teacher Handbook and discuss it in their concurrent classes.** This schedule also allows time for the Teacher Candidate to consult with Academy Program Advisors and work with Academy Observers. In the weeks following the Student Teaching Experience, Part Two, The candidate will have adequate time to complete the required CalTPA Tasks 3 and 4. If required, there will be adequate time for remediation.

Candidates assume full teaching responsibility

Approximately five hours each day for a period of ten weeks

Candidates participate in extra-curricular activities, attend faculty meetings, department meetings

Candidates complete a planned sequence of supervised learning experiences

Candidate makes instructional decisions based on their pupils' language or special needs

Observes and participates as directed by Cooperating Teacher week 1

Teach 2 –3 periods each day for 5 days a week..... weeks 2-10

AAU observation.....week 4

Mid-semester reviewweek 5

Team-Teach 1 period each day for 5 days a week..... weeks 2-10

Final Evaluation..... week 10

Based on initial research, master public school teachers identified as Cooperating Teachers will receive a stipend of \$250 derived from student tuition for the semester during which the Student Teaching field experience occurs. The stipend acknowledges the professional relationship between Cooperating Teacher and Student Teacher.

The AAU Credential Program is currently working with representatives from San Francisco Unified School District and Fremont Unified School district to establish Memorandums of Understanding for placing our Teacher Candidates in schools with qualified Cooperating Teachers. Since field work is required in three of the four TPA's, we seek schools along or near BART or train access in consideration of our Teacher Candidates. We will, therefore, include districts nearby: Acalanes, Alameda, Berkeley, Hayward, Jefferson, Oakland, Piedmont, San Leandro and San Mateo. **San Francisco Unified School District has written a letter of support for our program; see Enclosure I.**

Our most recent visit with the Human Resources department of **Fremont Unified School District** has lead to the development of the Memorandum of Understanding (awaiting final approval by both parties) which can be seen in **Enclosure I**. Representatives from Fremont have indicated their enthusiasm for placing Teacher Candidates from the Academy of Art University and believe that in spite of budget cuts, their community will continue to support their arts programs. Additionally, Fremont presented us with their template for MOU's to move us forward in the process. If all goes as expected, our first Teacher Candidates will be placed in Fall, 2013.

Additionally, our program will build upon the following field experience relationships already established by the School of Art Education at the Academy of Art University:

1. Sherman Elementary School (SFUSD)
2. Sterne School (Private; serving students with learning disabilities)
3. John O'Connell High School (SFUSD)
4. Castro Valley High School (CVUSD)
5. School of the Arts/ Ruth Asawa School (SFUSD)



6. St. Brigid's Elementary School (Private)
7. The ARC of San Francisco (developmental disabilities)
8. Marina's School in Palo Alto

B. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel.

7B: COLLABORATION WITH PARTNERS

Collaborating with our partner schools will be an essential component in the Art Teaching Credential Program. Taking into account the needs of the cooperating schools is imperative to the success of our program.

Partner public schools will be involved in the process of placement and evaluation of our candidates. Having already met with the Assistant Superintendent of San Francisco Unified Public Schools, we are planning additional meetings with Principals in the district to establish their expectations from our candidates and our workflow for placing our Teacher Candidates in field experiences and Student Teaching partnerships with Cooperating Teachers.

After we have established our general guidelines in the form of Memorandums of Understanding, we will continue to meet in regularly scheduled intervals that enable both the Credential Program and the partner schools to evaluate our program and plan the regeneration of materials, evaluation techniques and other changes as indicated in the evaluations.

We have also met with representatives of Fremont Unified School District and have begun discussions to develop the criteria on which our Teacher Candidates will be placed in Fremont Public Schools.

C. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

7C: ADDRESSING DIVERSITY

Specific coursework and field experiences will be developed to address all relevant issues of diversity in the classroom. Candidates will be prepared in issues of diversity in the courses, will demonstrate their abilities in the public school classroom, and participate in discussions afterwards in the university classroom as part of a shared experience so all candidates may benefit from the other's experiences. While more information can be found in the Program Standards document, courses addressing diversity will include but not limited to:

1. ATC 510: TEACHING METHODS & CURRICULUM DEVELOPMENT:

TEACHING IN THE ART CLASSROOM

...This course will include specific instruction in *How to Design a Standards-Based Education Learning Package* and adapt it to students with diverse needs. Learn practical, field based approaches to setting up and managing an effective and stimulating classroom for diverse learners in the art classroom. The course will address foundational learning from Elementary level as background for teaching at the Middle and High School levels. Learn to write developmentally appropriate, sequential, classroom ready units and lesson plans based on sound educational theory and best practices for a range of classroom settings. Review best examples of commercial curricular resources and instructional materials to supplement classroom practice. Explore themes central to youth development, experience and popular culture.

2. ATC 520: THEORIES & METHODS FOR THE ENGLISH LANGUAGE LEARNER

MEETING THE ENGLISH LANGUAGE LEARNERS' NEEDS IN THE ART CLASSROOM

Understand the cultural and language implications for English Language Learners, such as linguistic development and assessment of English proficiency, social and educational needs within the context of diverse classrooms, and the specific legal/public policy mandates affecting education. Learn applications to classroom management and lesson planning needs. Field work is required: mentoring, tutoring, and special project.

3. ATC 530: THEORIES & METHODS FOR EXCEPTIONAL & SPECIAL LEARNERS

MEETING THE EXCEPTIONAL AND SPECIAL EDUCATION LEARNERS' NEEDS IN THE ART CLASSROOM

Understand and learn how to address and meet the needs of exceptional and special education students in the context of the larger classroom and the specific legal/public policy requirements. Work on applications to classroom management and lesson planning needs.

4. ATC 540: STUDENT TEACHING ONE

Placement in a public school classroom: Observation and supervised teaching experiences will be completed in ELL, exceptional and special education environments. These field experiences will include observation, directed observation, cooperative planning, joint teaching, tutoring, and small group discussion. Teacher Candidates will take part in reflective teaching activities which promote catharsis, insight and perception. Teacher Candidates will also be exposed to state and school policies, classroom environment, ensuring a professional working relationship with supervising teacher and effective relationship with students. These field experiences are designed to promote a deep understanding of school culture and the relationships between theory and practice.

5. ATC 550: INSTRUCTION & ASSESSMENT OF ACADEMIC LITERACY

Learn the teaching methods, assessment strategies and applications to reading, speaking and writing for standards-based instruction in a variety of art classroom settings. Course will cover fundamentals of language acquisition theory and basic linguistic concepts as well as reading comprehension and critical thinking. (Fieldwork: Observations, Projects)

6. ATC 560: FOUNDATIONS IN PSYCHOLOGY

This course is designed to demonstrate how pupils' cognitive, personal-social, and physical development along with cultural and linguistic backgrounds are related to effective teaching practices and interpersonal relationships in secondary schools. Core components in this course include the study of how pupils learn, remember and apply the knowledge they have acquired and how their educational growth is assessed in schools. Each Teacher Candidate applies this knowledge by developing learning packages, organizing and managing a learning environment that promotes pupil development, motivation and learning in the 21st century art classroom.

7. ATC 570: INTEGRATING TECHNOLOGY IN THE ART CLASSROOM

Explore the array of technologies that can be applied to the curriculum as well as curriculum-based technologies for 21st century learners, based on California-adopted Technology Standards. Learn how to prepare Middle and High School students to be critical users of technology and media: to evaluate information sources for research purposes, to enhance communication, and to stimulate critical thinking and problem solving. The course will also address the legal, ethical, and moral uses of the Internet and telecommunications media.

8. ATC 580: STUDENT TEACHING TWO

All Academy Teacher Candidates will be placed in public middle or high school classrooms. Field experience will include observation, directed observation, cooperative planning, joint teaching, tutoring, and small group discussion, partial and full-time teaching, planning and evaluating experiences. Teacher Candidates will take part in reflective teaching activities which promote catharsis, insight and perception. Student Teaching Part Two will be the culminating experience for the Teacher Candidate evaluated by the Cooperating Teacher, CalTPA assessor and other program cohorts and is vital to the recommendation for credential. All learning experiences the Teacher Candidate faces in the field are designed to promote a deep understanding of school culture and the relationships between theory and practice.

STANDARD 8: DISTRICT-EMPLOYED SUPERVISORS

A. District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.

8A: DISTRICT EMPLOYED SUPERVISORS

The Art Teaching Credential Program will work in collaboration with our school district partners when placing Teacher Candidates with Cooperating Teachers who are certified by the district and the state.

B. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.

8B: SELECTING SUPERVISORS

During our field experiences, the successful pairing of our candidates with cooperating teachers is a priority for our program. In collaboration with schools, we look for cooperating teachers whose goals and philosophy are consistent with those of our candidates. Working together with the schools and the Cooperating Teachers increases the likelihood of a successful pairing. Our goal is to maximize the candidate's successful experiences in the classroom while offering the cooperating teacher a positive opportunity for mentoring. Additional criteria for the selection of cooperating teachers includes they be master teachers recognized for their leadership and teaching experience in their area of certification and possess a strong commitment to the mentoring of student teacher candidates. Additionally, they may hold a Masters degree and have at least three years teaching experience in their field.

The Art Teaching Credential Program is sensitive to the Cooperating Teachers' schedules and will synchronize required training in the goals of our program with the district's class start-up schedule.

QUALIFICATIONS FOR COOPERATING AND CLINICAL EXPERIENCE TEACHERS

Master Cooperating Teachers and Clinical Experience Teachers and observers from the Academy must be credentialed by California in the subject of Art. Based on our research with school districts, Master Cooperating Teachers must be full-time employees of the district, recognized for their leadership in their academic area and have taught for at least three years before taking on the responsibility of working with Teacher Candidates. University Observers must hold a valid California Teaching Credential in Art and have taught for at least three years.

SELECTING MASTER COOPERATING AND CLINICAL EXPERIENCE TEACHERS

Master Cooperating Teachers are first recommended by the district according to their provenance as mentioned above. Once a Teacher Candidate is selected by the Credential Program to work with a district, the district will interview the Candidate and, based on the MOU with that district, the Candidate will enter into a field experience agreement with that district that serves as a guide to performance for all parties including the University, the Candidate, the Cooperating Teacher, and the Principal. The final determination of whether to work with a Candidate or not will be up to the Master Cooperating Teacher. Selection of University Observers will be made through established University hiring practices (see Precondition 3), the final decisions being made by the Director of the Credential Program.

ORIENTATION AND TRAINING FOR COOPERATING TEACHERS

As part of our **Education Community Advisory Team**, The Academy will provide information and guidelines for Master Cooperating Teachers, Teacher Candidates and University Observers in their roles and responsibilities during field experiences. Cooperating Teachers will learn about the Credential Program during the ECAT Meetings. Should additional time be required, the Academy will provide workshops as needed. Candidates will receive additional information regarding their responsibilities in their coursework and in the Student Teacher Handbook. University Supervisors will be informed through ECAT Meetings and during normal Academy staff and Department Action Team Meetings.

EVALUATION AND RECOGNITION FOR COOPERATING TEACHERS

During the field experiences, University Observers, Teacher Candidates and district Principals observe and evaluate the Master Cooperating Teachers; the district Principals do so according to their provenance, University Advisors do so according to Credential Program Standards, and Teacher Candidates do so as part of their reflective practice and journaling. Throughout the field experiences, Candidates work with their advisors, University Observers and Credential Program faculty collaboratively to mitigate any difficulties or misunderstandings between Candidate

and Master Teacher. At the conclusion of the field experience, formal evaluations are made regarding the performance of both Candidate (*see Enclosure J*) and Master Teacher (*see Enclosure K*); District Principals and the Credential Program Director work together to determine if any changes need to be made regarding personnel or program curriculum. During general ECAT Meetings, issues may surface and resolutions may be proposed.

Recognition: All Master Cooperating Teachers working with AAU Teacher Candidates will receive a stipend of \$200.00 in recognition for their service to the Credential Program.

C. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

8B: TRAINING SUPERVISORS

Cooperating Teachers and Clinical Experience Teachers will be trained in the goals and performance measurement techniques of the Art Teaching Credential Program through workshops created and administered by the Credential Program.

CalTPA Assessors will be trained by our Lead CalTPA Assessor or our CalTPA Coordinator. Currently the director is calibrated in CalTPA Task 1: Subject Specific Pedagogy and is scheduled to complete the additional trainings required to become the Lead Assessor.

Credentialed Field Observers will be trained by the unit in the goals and desired outcomes of the Credential Program and receive additional training as may be required by law.

STANDARD 9: ASSESSMENT OF CANDIDATE COMPETENCE

A. Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards.

9A: DEMONSTRATION OF COMPETENCY

Each candidate's progress towards the recommendation for credential will be tracked in a unified system of evaluations during all classroom and clinical field experiences. All competencies established in the Teacher Credential curriculum will be based the academic standards set forth by the Academy of Art University and the state and are based on the California Teacher Performance Expectations, the goals of the university's program and measured by the California Teacher Performance Assessment standards. All Teacher Candidates must score at least 3 out of 4 in the CalTPA Assessments. All Teacher Candidates must maintain a GPA of 3.0 or higher in order to proceed through the Credential Program at the Academy of Art University. These academic and performance standards established by the CTC will be integral to the content, structure and order of the Credential Program's curriculum. All competencies will be tracked using the Academy of Art's established systems and TaskStream.

For specific references of TPE's matched with TPA's, please see Program Overview in Standard 1.

B. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

9B: DEMONSTRATION OF COMPETENCY

The Director, faculty, staff and stakeholders gather all evaluations and assessments of each candidate's performance which is the basis of the recommendation for credential. During classroom and field experiences, evaluations are made establishing that the required core competencies have been met. The competencies are based on California Teacher Performance Expectations integrated into the program's design, the goals of the university's program and measured by the California Teacher Performance Assessments. All Teacher Candidates must score at least 3 out of 4 in the CalTPA Assessments. All Teacher Candidates must maintain a GPA of 3.0 or higher in order to proceed through the Credential Program at the Academy of Art University. When the program's competencies are demonstrated by the Teacher Candidate to the satisfaction of the program Director, faculty, coordinators, advisors and qualified observers and all CalTPA's have been successfully completed, a Recommendation for Preliminary Teaching Credential will be made by the Academy's program Director as governed by our accreditors and our Department of Compliance.

ENCLOSURES AND SUPPLEMENTAL INFORMATION

ENCLOSURE A

REQUIREMENTS FOR A SINGLE SUBJECT CREDENTIAL IN CALIFORNIA

The California Single Subject Teaching Credential is a license to teach specific subjects in California public schools. Those who intend to teach in public secondary schools need a Single Subject Teaching Credential. There are six basic requirements for the Preliminary Single Subject Credential:

1. A bachelor's degree from an accredited institution of higher learning. The undergraduate degree (e.g., B.A.) must be taken in a field other than Education.
2. A passing score on the California Basic Educational Skills Test (CBEST).
3. Verification of subject matter competence, CSET. Credential candidates must demonstrate competence in the subject(s) they intend to teach by (a) passing the CTC approved exams or (b) completing a program of approved subject area studies. *(All Academy courses and programs are WASC / ACICS / NASAD approved.)*
4. A grade point average of at least 3.0 for all course work taken in the Academy's Art Teaching Credential Program for the Visual Arts and satisfactory performance in student teaching evaluations and observations.
5. An approved course or passing score on an approved exam on the U.S. Constitution.
6. An approved program of professional preparation. (The Academy of Art University's Art Teaching Credential Program.)

ENCLOSURE B

THE TEACHING PERFORMANCE ASSESSMENT TASKS:

- 1. The Subject-Specific Pedagogy Task** This written task presents four case studies that require the candidate to relate subject matter skills and knowledge in accordance with K-12 Student Academic Content Standards to specific teaching methods and instructional approaches appropriate to the particular discipline.
- 2. The Designing Instruction Task** This five-step written task requires the candidate to make appropriate connections between what the teacher knows about the students in his/her class and instructional planning based on state K-12 Academic Content Standards for those students. Planning must include the whole class and two specific focus students (an English learner and a student with a different instructional challenge). In this task, candidates also reflect on how they connected instructional planning to student characteristics. This task must be completed in an actual K-12 setting experience by the candidate. For this task, it is not appropriate for programs to provide the candidate with a video or printed information about a class with whom the candidate has not had personal experience.
- 3. The Assessing Learning Task** This six-step written task requires candidates to demonstrate their ability to design developmentally-appropriate student assessment activities, based on state-adopted academic content standards for students that measure student learning. The candidate learns in depth about two focus students (an English learner and a student with an identified special need) and makes adaptations to the plan based on that information; conducts the assessment activities appropriately; analyzes the student assessment outcomes to diagnose student instructional needs; and reflects on the assessment experience. This task must be completed during a field experience such as student teaching or intern teaching, where the candidate is providing instruction to actual K-12 students in a classroom setting.
- 4. The Culminating Teaching Experience Task** In this six-step written and video recorded task, the candidate designs a standards-based lesson for a class of students and teaches that lesson to her/his students within the classroom setting, while making appropriate use of class time and instructional resources, meeting the differing needs of two individual focus students within the class (an English learner and a student with a different instructional challenge), managing instruction and interactions with and between students, and assessing student learning. Following the lesson, the candidate demonstrates the ability to analyze the strengths and weaknesses of the lesson. To promote reflective practice in teaching and to ensure equity to all candidates in the scoring of the task, a 20-minute video of the lesson is made by the candidate and reviewed by the assessor. This task must be completed during a field experience such as student teaching or intern teaching, where the candidate is providing instruction to actual K-12 students in a classroom setting.

ENCLOSURE C

DIRECTOR BIOGRAPHY

Robert Rigel

Director, Art Teaching Credential Program

Bob joined the Academy in 1998 and was appointed Director of the Art Teaching Credential Program in February, 2012. His primary role as Director is oversight and preparation of materials for the California Single Subject Teaching Credential in the Visual Arts; recruit and supervise instructors and staff; maintain ongoing relationship with the California Commission on Teacher Credentialing and California public schools; and evaluate student teaching performance.

His ongoing relationship with the CTC includes his role as a Program Standards document reader (calibrated in April), a volunteer reader for Initial Program Approval and others during the state budget crisis (volunteered in July, 2012). He became a member of the California Council on Teacher Education in April and he is also a member of the National Art Education Association. He attended the CalTPA Conference in San Bernardino in May. During July and August, at Azusa Pacific University under the instruction of Wayne Bacer, Bob successfully completed his calibration and is now a California certified assessor for:

1. *CalTPA Task 1: Subject-Specific Pedagogy*
2. *CalTPA Task 2: Designing Instruction*
3. *CalTPA Task 3: Assessing Learning*
4. *CalTPA Task 4: Culminating Teaching Experience*
5. *CalTPA Lead Assessor*

Bob Rigel is an artist who has devoted himself to educating and mentoring others to find their artistic paths.

After his studies in English, Education and Fine Art at the University of Northern Colorado, he taught for two years in Colorado Public Schools. He taught English and Art to secondary students and created a special Humanities course for college-bound seniors.

During the summers, he was hired to participate in two federally funded grant projects to develop materials that would train educators from other colleges in designing Competency Based Education Learning Packages. Bob's experiences as a student in the pilot program, Competency Based Teacher Education, prepared him for his role in these grant projects and in his role in the Credential Program.

Following his successful teaching and writing experiences, Bob began a successful career in fine art, drawing, and limited edition printmaking. When the first Mac was introduced, Bob became more involved with visual design and typography. His fine art and visual designs have received regional and national awards.

Prior to his current role, Bob was Director of the Undergraduate School of Web Design & New Media where his primary responsibilities were in curriculum development, writing and teaching online courses, teaching on-site, mentoring and fostering student creativity. In collaboration with his talented faculty, Bob oversaw the growth and evolution of the curriculum for New Media to encompass industry standard skills and practices resulting in exceptionally high placement, retention and student success.

Bob continues to create works in sculpture, painting, imaging and photography. His personal artwork, professional curriculum design and current resume are available at: <http://robertrigel.com> and at www.linkedin.com/pub/bob-rigel/1/565/72

ENCLOSURE D:**EXPECTATIONS FOR AAU TEACHER CANDIDATES**

It is the responsibility of a credential program to insure that candidates recommended for the credential have demonstrated the knowledge, skills, and dispositions generally held by successful teachers. The Dispositions were developed by the Single Subject Credential Program. The Teaching Performance Expectations can be found in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (California Commission on Teacher Credentialing).

DISPOSITIONS

In accordance with the goals of the Single Subject Credential Program, candidates are expected to demonstrate the following professional dispositions as they progress through course work and field work experiences:

Reflectiveness Indicators:

- Practices critical questioning
- Is responsive to criticism
- Is responsive to opposing views
- Articulates opposing views
- Examines personal strengths and weaknesses
- Questions own beliefs and practices
- Exhibits flexibility

Responsibility Indicators:

- Constructively responds to obligations
- Oral and written agreements with others
- Coursework/Assignments
- Timeliness
- Engages actively in program experiences

Commitment to Professionalism Indicators:

- Demonstrates an understanding of the legal obligations of teaching
- Demonstrates ongoing commitment to professional development
- Practices collaboration and collegiality to reach identified goals

Commitment to Fairmindedness and Equity Indicators:

- Treats others with equal respect, courtesy, and dignity
- Is intolerant of all forms of harassment, discrimination, and exploitation
- Recognizes the need for differences to ensure equal treatment of all
- Is committed to the belief that all students can learn

ENCLOSURE E: TPA TASKS AND COORDINATORS

Introduction

In 1998 the governor of California signed Senate Bill 2042 which changed the credentials process for all teacher candidates in both multiple and single subject preliminary credential programs. These changes required all candidates attending fifth year, intern, or blended teacher preparation programs to pass a Teaching Performance Assessment (TPA). The assessment tasks are designed to inform teacher candidates as they develop and refine their knowledge of teaching skills and abilities during their teacher preparation program.

The TPA tasks are embedded in the coursework in each phase of the teacher preparation program. The assessment is both a formative and a summative evaluation of the candidate's progress. The TPA links to the California state-adopted academic content standards for students and the Frameworks along with the California Standards for the Teaching Profession. Under SB 2042 the credentialing process is a three-year cycle of growth and development. During the initial year the candidate in a teacher preparation program is expected to take and pass the TPA, in order to be recommended for a Preliminary Teaching Credential. The other two years the candidate participates in a state approved Induction program. During Induction a candidate's skills are assessed through a state approved formative assessment system.

Materials and information necessary for teacher candidates to complete the CA TPA will be available on the web and through the appropriate student teacher handbook. Teacher candidates will have opportunities to review the tasks and rubrics before they take the assessment. Teacher candidates are encouraged to confer and collaborate with instructors and peers while completing each task.

TPA Provides

The TPA provides both formative and summative assessment data on each teacher candidate, to be used by the candidate and the university program in which they are enrolled.

Formative Assessment data is provided to the candidate during their teacher preparation experience. The data assists the candidate in documenting the quality and growth of their professional skills. It also provides ongoing detailed feedback in areas where the candidate will need further support

Summative Assessment data is used to gauge the candidate's readiness for a preliminary teaching credential. Candidates must complete all TPA tasks with a passing score of '3' or better to be recommended for licensure in the state of California. The scores are documented in the student's file and on the Transfer to Induction form that is provided to the candidate as they exit the teacher preparation program. The candidate is encouraged share this form with the employing district's induction program.

Administration and Scoring

The TPA coordinator is responsible for ensuring that a trained assessor scores each task; the score is recorded in the student's file, and also reported to each teacher candidate. All tasks are blind scored, with 15% being double scores. Students will receive a letter from the coordinator with their score indicated, if the score falls below a '3' the letter will also inform the student of next steps. A student may contest a score by contacting the TPA coordinator in writing. The coordinator will then send the task to an additional reader.

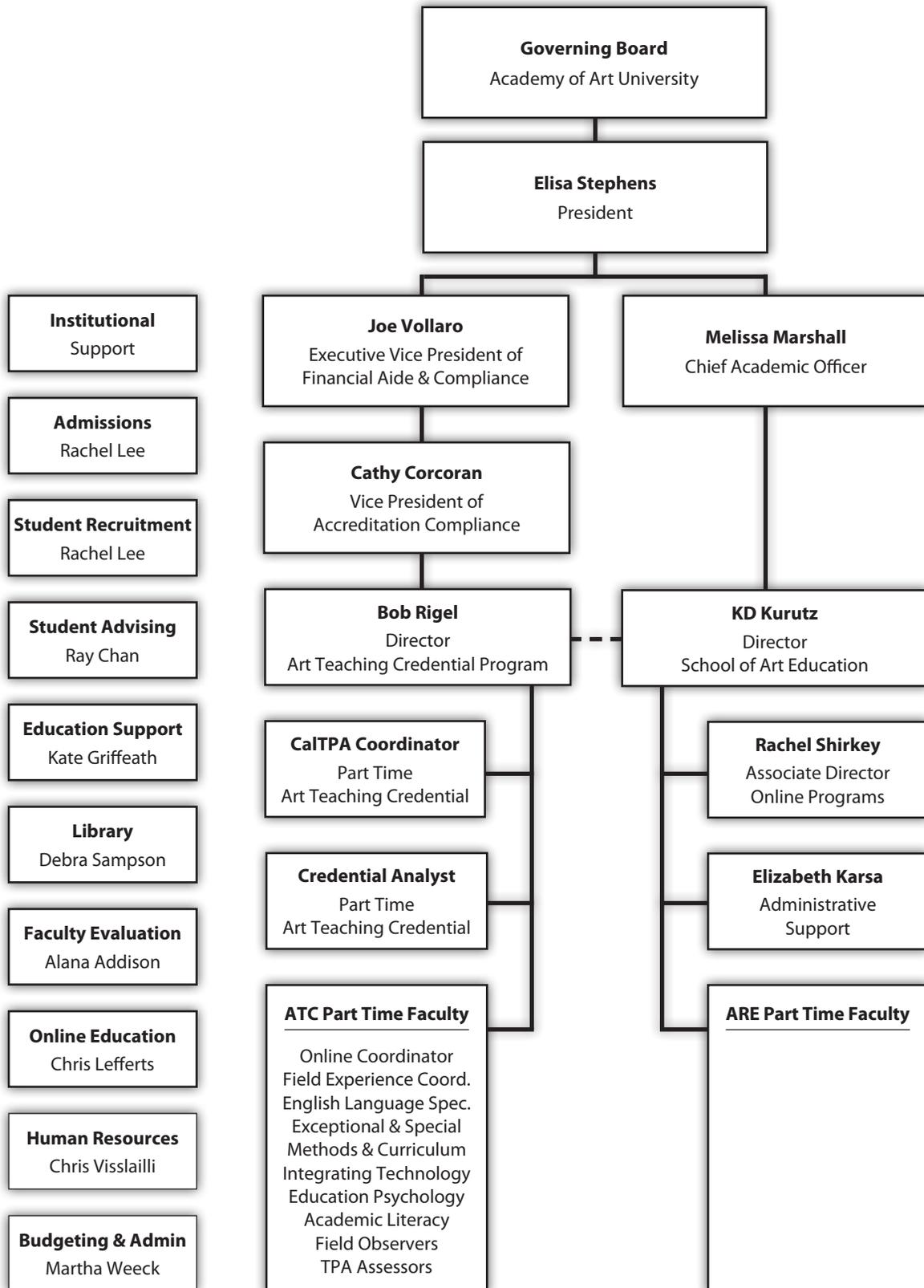
If a student receives a score below a '3' and fails to seek remediation the score will stand and the student will have to step out of the program. The candidate who does not pass the TPA must enroll in a remediation course in the following Intersession/Summer and retake the task. Once the score of '3' or better is obtained the candidate may apply for readmission to the program.

It is the responsibility of the teacher preparation program to review the quality of the scoring process to ensure that it is fair and equitable to all student candidates. The university has an obligation to maintain a pool of trained assessor for each of the tasks.

Resources

The TPA has four performance tasks. Each task is intended to measure the candidates proficiency against the Teaching Performance Expectations. The first task is a measure of the student's knowledge of Developmentally Appropriate and Content Specific Pedagogy and is completed prior to the teacher preparation fieldwork. The other three tasks require the candidate to base their responses on the needs of real students. The Culminating Experience combines all elements of the TPEs and requires both a written and video tapped response.

ENCLOSURE F: ORGANIZATION FLOW CHART (REVISED)



ENCLOSURE G: CALIFORNIA ART STANDARDS

STANDARDS FOR ART EDUCATION IN PROPOSED COURSEWORK:

Our candidates will learn the latest Academic Standards from California. Our academic standards for extent Academy courses in the departments will have already met WASC standards. California Standards for Art include:

Proficient

1. **ARTISTIC PERCEPTION: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts...**
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
2. **CREATIVE EXPRESSION: Creating, Performing, and Participating in the Visual Arts...**
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
3. **HISTORICAL AND CULTURAL CONTEXT: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts...**
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
4. **AESTHETIC VALUING: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts...**
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
5. **CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers...**
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

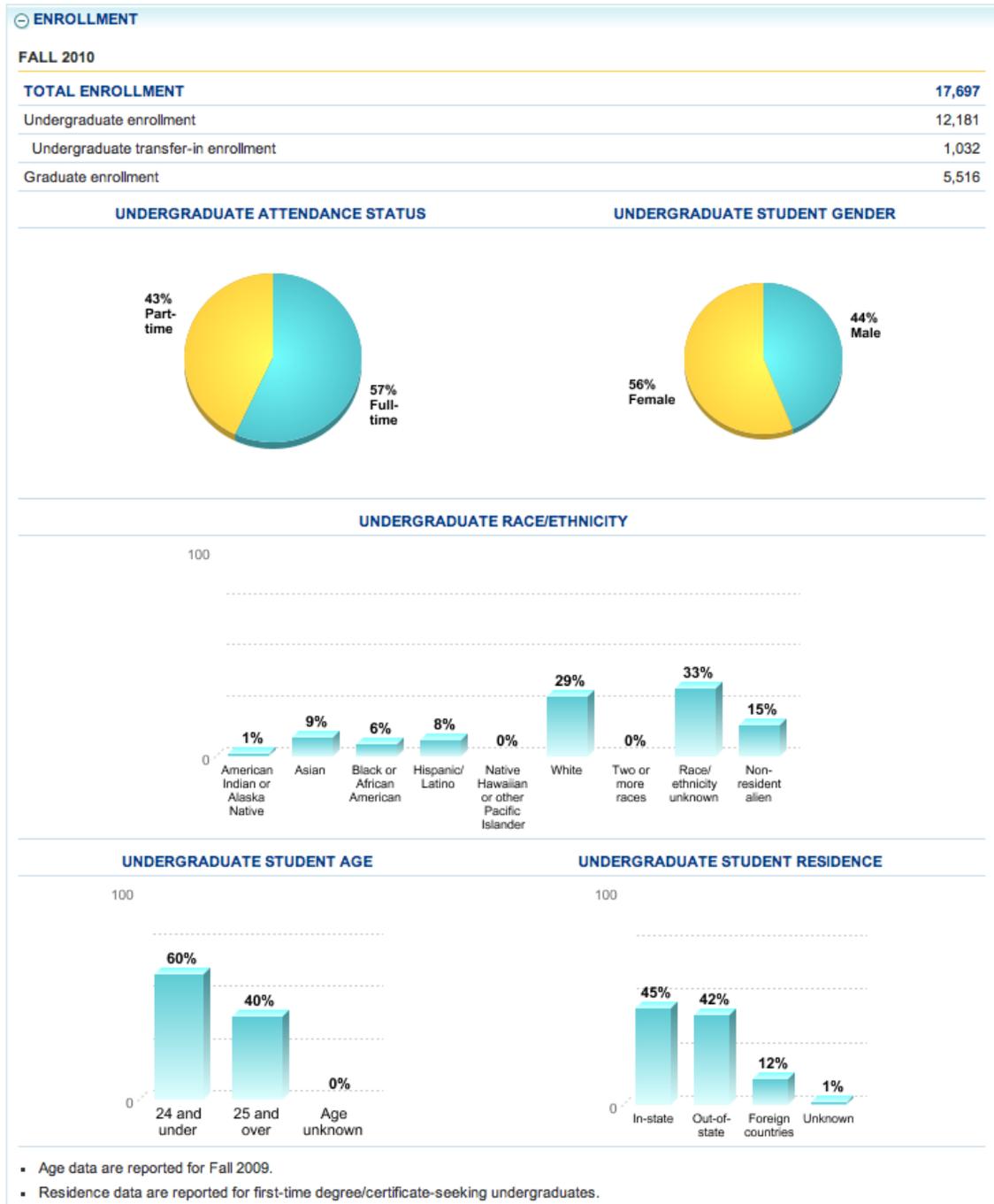
Advanced

- 1.0 **ARTISTIC PERCEPTION: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts...**
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- 2.0 **CREATIVE EXPRESSION: Creating, Performing, and Participating in the Visual Arts...**
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- 3.0 **HISTORICAL AND CULTURAL CONTEXT: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts...**
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- 4.0 **AESTHETIC VALUING: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts...**
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- 5.0 **CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers...**
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

ENCLOSURE H: DIVERSITY

DIVERSITY AT THE ACADEMY OF ART UNIVERSITY:

The following is a sample of the information that can be found on College Navigator <http://nces.ed.gov/collegena vigator/?q=academy+of+art+university&s=all&id=108232>



ENCLOSURE I: LETTER OF SUPPORT FOR PROGRAM FROM SAN FRANCISCO UNIFIED SCHOOL DISTRICT:**(In response to the Readers' Request for more information in Precondition 4)**

Human Resources
Teacher Support and Development
555 Franklin Street, San Francisco, CA 94102

Debra Eslava Burton, Supervisor
EslavaD@sfusd.edu
T 415.355-7648
WWW.SFUSD.EDU

December 28, 2012
Academy of Art University Leadership

San Francisco Unified School District Human Resources Department encourages the Academy of Art University to actively pursue accreditation for teacher credentials from the CA Commission on Teacher Credentialing. Your efforts can support our need to hire highly qualified, talented art teachers. SFUSD hires classroom art teachers and employs artists in residence for programs supported by the committed citizens of San Francisco through Public Education Enrichment Funds.

We understand your AAU Teacher Candidates will be trained according to the latest standards from the CTC with a Single Subject Art program providing Teacher Candidates preparation in Methods for Art Instruction, Methods for English Language Learners, Methods for Exceptional and Special Needs Learners, Instruction and Assessment of Academic Literacy, Integrating Technology into the Classroom, and Psychology. We hope to have a SFUSD Board of Education resolution to pursue a Memorandum of Understanding for student teacher placements, and jobs for your graduates once you have CTC accreditation.

We are pleased to hear AAU's fifth year program will have Candidates with BFA or MFA degrees entering the Credential Program. Hopefully, their two field experiences, one in their first semester and their final Student Teaching in their second semester can be completed at SFUSD classrooms. We encourage your program to be a CalTPA standards aligned program and recommend you providing some Common Core State Standards in English Language Arts, Mathematics and English Language Development training for your teachers to be ready to integrate the arts across the curriculum.

We look forward to working with your CalTPA Coordinator, the student teaching field placement coordinator and the Credential Analyst on AAU staff to efficient coordination of the support and continuity to work in our SFUSD classrooms.

Debra Eslava Burton
Supervisor, Human Resources, Teacher Support and Development
eslavad@sfusd.edu



STUDENT TEACHING AGREEMENT

This agreement, effective on _____, 2012, made by and between Academy of Art University, a California privately-owned art university (the “University”) and Fremont Unified School District, a public entity (the “District”), with reference to the following facts:

ARTICLE 1: RECITALS

1.1 Section 35160 of the California Education Code provides that the governing board of any school district may initiate and carry on any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or pre-empted by, any law and which is not in conflict with the purposes for which school districts are established.

1.2 An agreement by a school district to provide student teaching to Teacher Candidates enrolled in an education credential program offered by an institution of higher education approved by the California Commission on Teacher Credentialing (the “Commission”) is not inconsistent with the purposes for which schools districts are established.

1.3 The University is accredited by the Western Association of Schools and Colleges, and its education credential programs have been approved by the Commission.

1.4 The University desires that the District provide student teaching to Teacher Candidates enrolled in the University’s teacher training curricula. The District agrees to provide such student teaching experience on the terms and conditions specified in this Agreement.

ARTICLE 2: DEFINITIONS

2.1 “Teacher Candidate” shall refer to a student enrolled in a program at the University which is approved by the Commission and which leads to a Preliminary Teaching Credential.

2.2 “Master Teacher” shall refer to an employee of the District holding a valid, clear teaching credential issued by the Commission typically with three or more years teaching experience.

2.3 “Student Teaching” shall refer to the active participation by a Teacher Candidate in the duties and functions of classroom teaching, under the direct supervision and instruction of one or more Master Teachers.

2.4 “Student Teaching Assignment One” refers to Student Teaching experiences scheduled over the course of ten weeks. Student Teaching Assignment One shall satisfy all requirements of the Commission for CalTPA Task 2.

2.5 “Student Teaching Assignment Two” refers to Student Teaching experiences scheduled over the course of ten weeks including full days and after-school events. Student Teaching Assignment Two shall satisfy all requirements of the Commission as the Culminating Teaching Experience and CalTPA Tasks 3 and 4.



2.6 “Semester Unit” shall refer to the amount of academic credit earned by a Teacher Candidate through the successful completion, as determined by the University. As defined in Article 2.4, Student Teaching Part One is four (4) academic credits. As defined in Article 2.5, Student Teaching Part Two is six (6) academic credits.

ARTICLE 3: TERMS AND CONDITIONS

3.1 District’s Obligations. The District shall provide Teacher Candidates with Student Teaching in schools and classes of the District under the direct supervision and instruction of a Master Teacher. Further, the District agrees to:

- A. Provide Teacher Candidates such experience and observational opportunities as are of educational value.
- B. Make its best efforts to provide adequate classroom and conference room space.
- C. Permit the use of its parking, cafeteria and other general use facilities in District-approved manners and during District approved times.
- D. Provide emergency care and first-aid treatment to Teacher Candidates needing such care. District may, upon request, require that any Teacher Candidate returning from an absence due to illness or injury be cleared by a physician before resuming Student Teaching.

3.2 Selection and Termination of Teacher Candidates. The University will be responsible for the selection of Teacher Candidates. The University and the District from time to time shall confer and reach agreement as to the number of Teacher Candidates assigned to the District for Student Teaching. The District at its sole discretion may refuse to accept, or may terminate, any Teacher Candidate assigned to the District for Student Teaching based upon its good faith determination that the Teacher Candidate is not performing to the standards of the District. Upon written notification by the District, the University shall promptly terminate the Teacher Candidate’s assignment to the District.

3.3 Applicability of University Policies. Teacher Candidates shall be subject to the rules, regulations and policies of the University and District, including recognizing the confidential nature of information regarding students and their records.

3.4 Unit Determination. The University shall determine the number of units of Student Teaching each Teacher Candidate shall receive. Teacher Candidates shall be eligible for more than one Student Teaching Assignment at the District.

3.5 District Reimbursement. The University shall pay the District \$250.00 per Teacher Candidate for each part of the two-part Student Teaching Assignment (for a total of \$500 per Teacher Candidate that participates in both Student Teaching Assignments), as reimbursement for the cost of Student Teaching Services rendered by the District. The District agrees that the issuance of a stipend to a Master Teacher supervising one or more Teacher Candidates will not render the Master Teacher an employee or agent of the University.

3.6 Invoice Procedure. Within 30 days following the completion of any Student Teaching Assignment or Practicum Assignment, the District shall submit an invoice, in triplicate, to the University which invoice shall specify the successful completion of Student Teaching, Part One or Part Two and the amount of reimbursement owed to the District, as described in Article 3.4. The University shall pay the reimbursement to the District within 30 days following the date the District's invoice is received.

3.7 Insurance. The District will obtain and maintain a broad form commercial general liability insurance policy with coverage of at least \$3,000,000 for each occurrence. The District will provide the University with proof of such insurance upon execution of this Agreement. For purposes of this Agreement, the District and the University will each provide workers' compensation insurance coverage for their own employees.

3.8 Termination of Student Teaching Assignment. In the event a Student Teaching Assignment is terminated before it is completed, the District shall receive reimbursement of costs at the rate provided in Article 3.4, pro-rated to the nearest completed hours.

3.9 Representations. The University represents that all Teacher Candidates assigned to the District for Student Teaching are validly enrolled in a University credential program approved by the Commission. The University makes no other representation, express or implied, about, or assumes any responsibility for, the Teacher Candidate's fitness or qualification to participate in the Student Teaching, or a Teacher Candidate's conduct or performance while Student Teaching. Nothing in this Agreement shall be construed as a delegation by the District to the University, or an assumption by the University, of any of the District's duties and responsibilities for operation and supervision of the schools, classes, students or teachers of the District. The District does not imply, suggest or guarantee offers of employment to Teacher Candidates after Student Teaching in the District.

3.10 Clearance Clause. The University shall provide a Certificate of Clearance from the California Commission on Teacher Credentialing to the District upon request if available. The District requires fingerprints, TB Health Clearance, and DOJ and FBI Clearances.

3.11 Cooperation. The District and University agree to cooperate with each other in the investigation and disposition of audits, peer review matters, disciplinary actions and third party liability claims arising out of this Agreement. The parties intend to fully cooperate in the disposition of all such audits, actions or claims. Such cooperation may include, but is not limited to, joint investigation, defense, disposition of claims, and making witnesses and documents available; provided, however, that nothing shall require either party to disclose any peer review documents, records or communications which are subject to any privilege under the California Evidence Code or other state or federal law, including but not limited to, the Attorney-Client Privilege or under Attorney Work-Product Privilege.

ARTICLE 4: GENERAL PROVISIONS

4.1 Term. This Agreement shall commence as of the aforementioned effective date and shall continue until such time as either party gives the other party written notice of its intent to terminate the Agreement. The termination of the Agreement shall be effective upon the date specified in such written notice. Provided, however, all Teacher Candidates receiving Student Teaching from the District as of the date of such notice shall be permitted to complete their Student Teaching Assignment, so long as said Teacher Candidate is not the cause of the termination of the agreement.

4.2 Non-Discrimination. The District and University agree that they shall not employ discriminatory practices in the performance of this Agreement that are prohibited by law, including but not limited to, discrimination on the basis of ethnicity, race, national origin, ancestry, religion, sex, sexual orientation, age or disability.

4.3 Indemnification.

A. District shall defend, indemnify and hold University, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damage are caused by or result from the negligent or intentional acts or omissions of District, its officers, agents or employees.

B. University shall defend, indemnify and hold District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damage are caused by or result from the negligent or intentional acts or omissions of University, its officers, agents or employees.

4.4 Attorney's Fees. In the event any party hereto commences litigation for the interpretation, specific performance, or damages for the breach of this Agreement, the prevailing party shall be entitled to a judgment or award against the other in an amount equal to reasonable attorney's fees and expenses incurred, together with all other appropriate legal or equitable relief.

4.5 Notices. All notices, demands, or other communications given under this Agreement shall be in writing and shall be deemed to have been duly given as of the second business day after mailing by United States mail, postage pre-paid and addressed to the addresses on page four hereof, or to such other address or to such other person as any party hereto shall designate in writing to the other for such purposes. Personal delivery of such notice, demand, or communication may also be made to the above-described addressees and shall be deemed given as of the date of such delivery.

4.6 Integration Clause. This Agreement contains the entire agreement between the parties relating to the transactions contemplated hereby and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless the same is in writing and signed by the party against which the enforcement of such modification, waiver, amendment, discharge, or change is or may be sought.

4.7 Severability. Should any provision of this Agreement be declared or be determined by any court of competent jurisdiction to be wholly or partially illegal, invalid, or unenforceable, the legality, validity, and enforceability of the remaining parts, terms, or provisions shall not be affected thereby, and said illegal, unenforceable, or invalid part, term, or provision shall be deemed not to be a part of this Agreement.

4.8 General Provisions. This Agreement (i) shall be binding upon and inure to the benefit and be enforceable by the parties hereto and their respective legal representatives, successors, or assigns, (ii) may be executed in any number of counterparts, each of which may be deemed to be an original, but all of which together shall constitute one and the same instrument, (iii) shall be construed and enforced in accordance with the laws of the State of California, and (iv) has been executed at San Francisco, California as of the last date set forth below:

Dated: _____, 2012

Dated: _____, 2012

ACADEMY OF ART UNIVERSITY, A
CALIFORNIA PRIVATELY-OWNED
ART UNIVERSITY

FREMONT UNIFIED SCHOOL
DISTRICT

By: _____

By: _____

Joe Vollaro
Executive Vice President
of Financial Aid and Compliance
Academy of Art University
Teaching Credential Program
150 Hayes Street
San Francisco, CA 94501

Name: _____

Position: _____

*For contract or contract return:
Department of Human Resources
Academy of Art University
79 New Montgomery Street
San Francisco, CA 94501*

ENCLOSURE J: STUDENT TEACHING IMPROVEMENT PLAN (FROM HANDBOOK)**STUDENT TEACHING IMPROVEMENT PLAN****Remediation Required**

Date: _____

Teacher Candidate: _____

University Supervisor: _____

Cooperating Teacher: _____

School Site: _____

The Teacher Candidate needs to improve in the following area(s):

Planning Instruction Professionalism and Responsibility

(TPE's 8 and 9) (TPE's 12 and 13)

Teaching Skills Other: _____

(TPE's 1,4,5,6, and 7)

Maintaining Effective Environments

(TPE's 10 and 11)

Nature of the problem/concern:

_____ (See attached for more information.)

Action plan for improvement:

_____ (See attached for more information.)

Timeline: _____

The action plan outlined in this plan must be met by the deadline. We understand that this plan is proposed because there are behavior/practices/dispositions that might result in ineffective learning opportunities for children.

Teacher Candidate: _____

University Supervisor: _____

Cooperating Teacher: _____

We affirm that the objective(s) in this plan have been met:

Date: _____

Teacher Candidate: _____

University Supervisor: _____

Cooperating Teacher: _____

ENCLOSURE K: MASTER COOPERATING TEACHER EVALUATION**ACADEMY OF ART UNIVERSITY ATC COOPERATING TEACHER EVALUATION FORM**

Candidate last name _____ Candidate first name _____

School Site _____

Teacher last name _____ Teacher first name _____

Semester and year during which you completed your student teaching/internship.

Student Teaching One Student Teaching Two *Respond to each of the following items using the five-point scale. Circling 5 indicates that you strongly agree, and circling 1 indicates that you strongly disagree.***MY COOPERATING TEACHER:**

- 1 2 3 4 5 Demonstrated characteristics of a master teacher and professional educator
- 1 2 3 4 5 Maintained an appropriate learning environment to meet student needs
- 1 2 3 4 5 Modeled effective teaching methods and behaviors while allowing me to develop my own, personal and professional teaching style
- 1 2 3 4 5 Exhibited a positive attitude toward working with me and my university supervisor
- 1 2 3 4 5 Assisted and advised me in developing lesson plans; approved my lesson plans prior to teaching
- 1 2 3 4 5 Acquainted me with available technology and instructions for its use
- 1 2 3 4 5 Inducted me into classroom procedures and school environment as completely as possible
- 1 2 3 4 5 Accepted me as a professional colleague and helped me assume full teaching responsibilities during my all-day teaching (Student Teaching Two only)
- 1 2 3 4 5 Created an atmosphere of acceptance, friendliness, and belonging
- 1 2 3 4 5 Used cooperative planning in contributing to the teaching-learning situation
- 1 2 3 4 5 Assisted in selecting and using basic instructional materials
- 1 2 3 4 5 Assisted in obtaining and using new and supplementary instructional materials
- 1 2 3 4 5 Assisted in achieving realistic teaching experiences
- 1 2 3 4 5 Encouraged continued professional growth through participation in professional organization(s)
- 1 2 3 4 5 Encouraged self-evaluation
- 1 2 3 4 5 Encouraged initiative and creativity
- 1 2 3 4 5 Assisted in development of techniques for classroom management
- 1 2 3 4 5 Provided constructive criticism whenever necessary
- 1 2 3 4 5 Modeled the dispositions of capability, character, and service
- 1 2 3 4 5 Conferred with me concerning pupil evaluation and grading policies and procedures
- 1 2 3 4 5 Checked tests I prepared in advance of class presentations to assure fairness and validity
- 1 2 3 4 5 Observed me teaching and completed the required evaluation forms with the follow-up conferences
- 1 2 3 4 5 Completed mid-semester and final written evaluations with follow-up conferences

Candidate Signature _____ Date: _____