

## **Pre-clinical and Clinical Experiences**

During pre-clinical (Art Ed. 6190) and clinical experiences (Art Ed. 6290), students acquire and demonstrate knowledge, skills, and performative practices necessary to facilitate critical learning in and through visual culture for all students. Throughout this elementary and secondary fieldwork, teacher candidates observe, assist, instruct, and assess students k-12. Clinical practices provide teacher candidates full immersion in the learning community to demonstrate mastery of art education content, pedagogy, and professional knowledge. MAT students implement their thesis project during clinical experiences.

Each student works with a minimum of two cooperating teachers throughout their internship experience. The Department of Art Education places teacher candidates in both field experiences and clinical practice with accomplished art educators who are jointly selected by the department and partnering schools through the aegis of the placement coordinator.

Selection of sites is made in cooperation with the placement coordinator and is dependent upon site availability, the student's research interests, and the logistical concerns. Placement is restricted to Chicago and surrounding suburbs. Students are responsible for transportation to and from their apprentice teaching sites. Final decision on teaching sites is at the discretion of the Department of Art Education.

Art education faculty visits and assesses each student for accountability a minimum of two times in each placement, elementary and secondary, for a total of four visits per pre-clinical per semester and four visits per clinical experiences per semester. In addition, during pre-clinical and clinical experiences, teacher candidates meet weekly with department faculty for seminar, tutorial, and assurance of integration of candidate learning into fieldwork and clinical experiences.

Art education students are accountable for understanding perspectives on social theory, art theory, art history, visual culture, art production, and art education that support democratic learning and critical practices before commencing fieldwork and clinical experiences. During fieldwork and clinical experiences, students are assessed using established rubrics and multiple indicators to determine levels of accomplishment and performance in

- Teacher preparation
- Appropriateness and integration of content
- Motivation and effectiveness
- Communication and interaction
- Professionalism
- Follow-through

The assessment procedures include, but are not limited to, faculty and cooperating teacher observations, ongoing conferences, written evaluations from supervisors and cooperating teachers, and assessment of lesson and unit plans, teaching portfolios, reports, papers, art projects, personal art work, journal entries, and resumes.