



## AAQEP Annual Report 2023-2024

Provider/Program Name:	Pratt Institute
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12/31/28

### PART I: Publicly Available Program Performance and Candidate Achievement Data

#### 1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

##### MISSION

The mission of Art and Design Education is the preparation of artists and designers as accomplished educators who can work effectively with pupils in diverse cultural contexts and apply interdisciplinary perspectives in a variety of educational settings, including schools, museums, and community organizations. Students work collaboratively with their peers, community members, and professionals in the field, while they learn to develop lessons and construct environments that promote critical inquiry and creative practice. Through individual and community practices students become engaged artists, educators, and researchers. Pratt Institute's programs in art and design education (with initial teacher certification, visual arts, all grades) provides education for artist-teachers in a top-ranked art and design school which has been preparing professionals to lead the field of art and design

education for more than a century. Taught by faculty who are active practitioners in schools and community-based organizations, renowned artists and designers, and published researchers, candidates will observe, teach and conduct research in a broad pool of public schools in New York City.

#### Department Learning Outcomes

- Integrate studio knowledge and skills—grounded in contemporary art practice— into the art and design curriculum
- Articulate, apply and reflect upon knowledge of pedagogy and instruction in art and design education.
- Apply knowledge of learners, belief in their ability to learn, and cultural awareness to planning and instruction.
- Demonstrate the ability to work collaboratively within school and community contexts to promote culturally relevant pedagogy and equitable learning opportunities.

#### CONTEXT

Pratt's main campus is located in Brooklyn's Clinton Hill neighborhood, where the Institute has successfully graduated teachers of children and offered art and design education programs to children for decades. Pratt Library [archives](#) indicate that the first Normal class graduated Kindergarten teachers and children attended classes beginning in 1890.

All candidates attend programs situated on Pratt's Brooklyn campus with the exception of candidates who choose to major in Art and Design Education in the School of Art in Munson Williams Proctor Arts Institution (MWPAl) located in Utica, New York. Students choose ADE as their major (out of a range of possible majors) at the end of their first year at MWPAl and take 3 ADE required courses in their sophomore year at MWPAl. They then transfer to Pratt's Brooklyn Campus. On average, 3-4 MWP students choose ADE as their major each year. We work closely with the Dean on aligning the curricula and with the faculty member who teaches two of the three required ADE courses at MWPAl to maintain consistency and quality.

The Art and Design Education department (ADE) is part of Pratt's School of Art, and as such works closely with other departments in the school such as Fine Arts. The ADE department also works closely with departments within the School of Design such as Communications Design and Industrial Design. Thus, the administrative and academic boundaries between the professional degrees in art and design education and the content areas—fine arts and design—are permeable and cross-disciplinary. Pratt is one of the few teacher education programs in the country that prepares teachers in design as well as art.

#### PROGRAMS

BFA, Art and Design Education (126 credits)

Pratt Institute has one undergraduate Art and Design Education teacher preparation program leading to initial certification in Visual Arts K-12 with a non-certification option within the course of study for teaching candidates who want to teach in informal settings (CADE).

BFA/MA (Combined Degree) Art and Design Education (156 credits)

Pratt Institute has a combined 5-year program in which BFA graduates take a 5th year to complete an MA degree. When BFA graduates enter their 5th year they have completed all required courses for certification and most are certified when they start the 5th year.

MA, Art and Design Education (33 credits)

Advanced Certificate in Art and Design Education (24 credits)

Pratt Institute has two graduate Art and Design Education teacher preparation programs leading to initial certification in Visual Arts K-12.

## K-12 PARTNERSHIPS

Clinical Requirements:

Off-Campus: Working closely over the years with the NYC Department of Education (DOE) Division of Arts and Special Projects, as well as with ADE completers, we have developed strong collaborations with visual arts teachers in more than [48](#) NYC public schools (Fieldwork, ST I and II, FSTC II, FCTSTC II, Youth in the City, NYC Youth).

On-Campus: ADE's [Saturday Art School: Teaching and Learning Laboratory](#) augments the Institute's historical mission to support community engagement and higher education access by implementing programs that provide studio-based art and design instruction for children and teens, taught by student-teachers and supervised by faculty. Historically, Saturday Art School (founded in 1897), has served as a clinical placement for ADE's degree-granting programs providing a student teaching experience in community settings. A [Middle School Portfolio Preparation](#) class is closely integrated into the ADE teacher education programs and serves as a site for fieldwork observation and research.

Community Partnerships: Schools, Museums and Cultural Organizations

### East Elmhurst Partnership

A faculty-led after school program at East Elmhurst Community School, Queens NY is closely integrated into the ADE teacher education programs. The program serves as a site for curriculum design, practice and reflection and provides a teaching and learning laboratory for MA students with elementary age children.

### Graham Avenue Partnership

A faculty-led after school program is proposed on art and technology at 223 Graham Avenue, Brooklyn. Three schools are housed in the building: Brooklyn Latin, Williamsburg School of Arts and Technology, and Lyons Community School. The program will serve as a site for curricular and instructional research with middle and high school students and will be integrated into the teacher education programs through the BFA and MA classes: Media and Materials.

Completers in the BFA/MA program, complete courses in their fifth year (post-certification) in museum and community-based education. Through these courses, faculty have established partnerships with local museums, such as the Bronx Museum and

Museum of Art and Design Miramar, and community-based art education models, such as the Textile Arts Center, Publicolor and Instituto Nueva Escuela. Candidates in their final year of the BFA program can take these courses as electives.  
Summer Middle School Bootcamp: A partnership between NYCDOE and Studio in a School offers a free Middle School Bootcamp every summer. The goal is to strengthen pathways to portfolio audition high schools for middle schoolers in NYC. In summer 2024, 2 faculty and 3xalum taught in the program, 3xADE students assisted.

**Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

**2. Enrollment and Completion Data**

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/30)	Number of Completers in most recently completed academic year (12 months ending 06/30)
<b><i>Programs that lead to initial teaching credentials</i></b>			
BFA (Program Code: U2100)	Visual Arts (all grades)	36	6
BFA/MA Undergraduate (Program Code: U2107)	Visual Arts (all grades)	32	1
BFA/MA Graduate (Program Code: G2107)	Visual Arts (all grades)	3	1
MA Initial (Program Code: G2175)	Visual Arts (all grades)	14	6
Advanced Certificate (Program Code: G2170)	Visual Arts (all grades)	0	0
	duplicated		

	unduplicated	85	14
Total for additional programs		n/a	n/a
TOTAL enrollment and productivity for all programs		85	14
Unduplicated total of all program candidates and completers		85	14

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024**

**Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A
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**3. Program Performance Indicators**

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
85
B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
14
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
Of the 14 completers: 7 Institutional Recommendation Forms (IRF) were submitted. (See F, narrative explanation).

D. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected time frame **and** in 1.5 times the expected timeframe.

[Cohort Completion Rates](#)

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Link to [anonymized spreadsheet](#) 2023-2024

The numbers below represent the test results of candidates in any of our programs listed above who took any of the following assessments and tests required of certification during the 2023-2024 academic year. Students affiliated to Pratt but not candidates in our programs have been removed from the EAS and CST numbers for the purposes of our analysis.

New York State requires two standardized tests of candidates seeking certification: Educating All Students (EAS) and a Content Specialty Test in the certification area of Visual Arts (CST).

TPA

Of the 14 students who submitted, 14 passed on their first attempt.  
See 4, Table 3 for ADE TPA results and discussion of same

EAS

Of the 8 students who took the EST, 7 students passed on their first attempt. The 8th student plans to retake it.

CST

Of the 6 students who took the CST in Visual Arts. 6 passed on their initial attempt.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

All but one of the program completers who took the state exams (EAS and CST) successfully passed. The one student who did not pass the EAS on the first attempt will retake it. All program completers received passing scores on the TPA.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Because program completers who are employed in New York schools have only been teaching for a week at the time of this report, there is no evidence available from employers.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

On entry to the program students are asked to complete a questionnaire with questions that include their cell phone #'s and personal emails. This info is updated at every advisement meeting throughout their time in the program and at graduation. At the end of their first year as alumni, the information is entered into the Program Completion (2-5 years old alumni list) and used along with the Pratt emails as a means to stay in contact. Employment information is also requested in the ADE Weekly Email Blast and in a direct outreach by email and by phone. Alumni (2 years out) are also included in the ADE Weekly Email Blast. Work Study students make the calls, supervised by the Assistant to the Chair. The Assistant to the Chair also reaches out to faculty for their input on the employment status of graduates in order to maintain an accurate and current list. Faculty maintain an active professional relationship with our graduates: meet in city wide PD's, at the summer Middle School Bootcamp, and invite alumni to campus to talk to students and enlist alumni support for Fieldwork and Student Teaching placements hiring alumni as scorers for TPA and more. In summary: the questionnaire, the request for employment information in the weekly email blast, direct outreach and the faculty-alumni professional relationships help us maintain an active and current list of employment data. In addition, the recently signed MOU with NYCDOE indicates that they will share Pratt Institute's employment data with us annually.

#### Completer Employment/Further Schooling Report

2023-2024 (An update of employment data for this completer cohort is ongoing).

14 completers

Employed f/t public school - 4

Not-for-profit/private schools (e.g. Studio in a School or Center K-12)- 1

Graduate studies (inc our 5th year)- 3

Seeking f/t teaching with IRF's pending completion of tests - 3

Seeking f/t teaching - 3

Other (e.g.self-employed)- 0

## 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
<p>ADE TPA</p>	<p>ADE TPA for Visual Arts</p> <p>14* indicators with performance descriptions (see Note immediately below and discussion of ADE TPA on page 10 of this report)</p> <p>Task 1) Planning (5 indicators)            Task 2) Instruction (5 indicators)            Task 3) Analysis (4* indicators)</p> <p>Failing = or &lt; 36/70            Passing =&gt; 37/70            Passing with Mastery =&gt; 47/70</p> <p>Note: While the ADE TPA contains 15 rubrics, each with a possible score of 5, for the candidates taking the assessment in the 2023/2024 academic year we eliminated Rubric 14 (assessing language) because of time constraints. The site where candidates were teaching their learning segments (Saturday Art School) had to close for a day due to a weather emergency. Thus, we adjusted Failing, Passing and Mastery level scores to reflect the absence of this rubric.</p>	<p>ADE 403/613 Professional Practices had 13 students preparing their TPA. All 13 submitted and received passing level scores ranging between 43.5 to 63, with all but two students' submissions earning scores at or above the Mastery level of 47.</p> <p>1 student from the previous year's group (Fall 2022) submitted their ADE TPA during this 2023 cycle and received a Mastery level score of 51/75.</p>



**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Alumni Reflective Practices Narrative and Survey. First administration will be conducted with program completers Fall 2024 and Spring 2025 (see discussion in Section 5).	Program Rubric (reflective practices categories)	Effective to Highly Effective– Levels 3-4
Principal Survey (alumni performance of 2019, 2020, 2021, and 2022 completers)-- Fall 2023	Program Rubric (selected categories)	Effective to Highly Effective- Levels 3-4
Alumni Interviews (beginning Summer 2025)	Program Rubric (selected categories)	Effective to Highly Effective– Levels 3-4

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

### Culturally Relevant Pedagogy

The following assignments were added to clinical courses **Student Teaching 1 and 2** to prepare candidates to practice and advocate for culturally responsive teaching/pedagogy .

Written assignments:

1. Over the course of your time in the school make note of every artist whose work is shown to pupils (on classroom walls, in hallways, during classes). At the end of the semester create 4 pie charts that illustrate the diversity of artists shared with pupils and displayed at the school: Gender, White/Non-white, Western/Non-Western, Era (Dead/Alive)

2. Describe indications of:

- variety of diverse cultures, languages, orientations, and identities that are reflected, represented and valued
- promotion of a variety of perspectives that represent the diversity of the state of New York beyond designated icons, historical figures, months and holidays

3. What do you know about these students' everyday experiences, cultural and language backgrounds and practices, and interests?

### Global Education

We provided affordable and multiple opportunities for global education for students and research opportunities for faculty:

- Pratt in Puerto Rico (The class ADE 401/601 Community Matters includes a spring break in Puerto Rico teaching in public schools and museums)
- Pratt in Portugal (semester exchange with Lusofona University, including opportunities for student teaching in public schools and/or internship with Gulbenkian Foundation)
- Faculty research on technology in art and design education (Portugal and South Korea)
- Faculty-led summer program in Seoul, South Korea (in early stages of development)

### Reflective Practices

We incorporated teacher reflective practice assignments and processes into coursework and developed a survey to enable us to study completers' continued reflective practices. (Student Teaching 1 and 2, Thesis, Reflective Survey and Narrative).

- **(Student Teaching 1 and 2)**

Our approach in these courses to introducing reflection as a critical part of a teacher's practice and to increasing our students' reflective abilities now takes several forms: guided in-class video viewing, written reflections, structured discussions during one-on-one conferences and analyzing pupil work for evidence of learning.

- **First Video Viewing-“warm” feedback:** Early in their semester of Student Teaching 1 (Spring semester) students are asked to bring to class a 10-minute video of their teaching (Tuning Protocol, Allen, et al., 1999). During these first sessions, faculty model the pedagogies that they notice, using language from the TPA as relevant. They celebrate the ways the teacher is *promoting a positive learning* environment, being *respectful*, *responsive* and *engaging* in active listening.
- **Second Video Viewing-“cool” feedback:** Later in that same semester we invite student teachers to reflect upon the goals that were set during their mid-semester conferences and to bring in a piece of video that highlights either progress they have made in that area or presents the group with issues they want help with.

- **Critical Friends:** Building upon the video viewing practices from Student Teaching 1, halfway through Student Teaching 2 student teachers will select a piece of video that illustrates something they are struggling with and present it to the class. Students will describe the issue, explain how they have tried to address the issue, and seek the help of faculty and peers in strategizing possible solutions. (This action is planned for Fall24 Student Teaching 2)
- **One-on-One Conferences:** Three times over the course of the semester during Student Teaching 1 and 2, student teachers meet with their faculty supervisors to reflect upon their teaching. Prior to these meetings, the student teacher uploads their lesson planning materials, video of their teaching, and examples of the work made by the pupils. Students receive the following instructions prior to the meetings.

*Please review your own video before our meeting as well as the [ADE Program Rubric](#) as we will be reflecting on your video through this lens.; Review the video and all bundle materials, taking your own personal notes for celebrations and potential next steps.*

During the meetings students are asked:

*What went well? If you were to teach this again, what would you do differently? Looking at the ADE longitudinal rubric, what would you identify as a strength? What is something you want to work on?*

Finally, the pupils' work is examined:

*What do you see in the work? Take a look at your assessment criteria and/or objectives. What are you noticing? Where's the evidence of student learning?*

- **Capstone**

We introduced a reflective template into the after-school teaching experience in ADE 660B (Thesis) in Spring 2024. Students were asked to review the videos of their teaching (5 lessons for 4th grade students in after-school program) and complete the rubric. Students then identify an area of teaching they want to develop further and write a brief literature review about this topic. They then share the Reflection Template and narrative with their advisor and revise based on feedback.

- **Reflective Practice Alumni Survey Fall 2024**

We designed the Reflective Practice Alumni Survey and will administer it in Fall 2024 and Spring 2025 to completers. We will follow these alumni longitudinally.

### **ADE TPA**

Made revisions to the context for ADE Teacher Performance Assessment (TPA)

- **Background 2022-23:** We decided to continue to use edTPA (with modifications) because, while it was imperfect, it was rigorous and we had aligned some of the criteria of our program rubric with edTPA prior to the change in NYSED requirements. During the transition year 2022-2023 we administered a modified edTPA (ADE TPA) for which we recruited and trained our own scorers. We modified the assessment to make it more logistically manageable for

our students; we added a lesson to the segment and increased the number of video clips (maintaining the 20 minute limit). Both changes had the desired effect of lessening students stress while maintaining the rigor of the assessment.

- **Change in Context for ADE TPA (Fall 2023)** For the AY 2023-24 we made the decision to shift the context in which students complete their TPA from the NYC public schools to our Saturday Art School program. In previous years students completed their EdTPA/TPA during their second public school student teaching placement which they do in either MS or HS. While this context provided students with opportunities to work with large numbers of pupils within a larger school context, the logistical challenges created by partnering with often over-extended cooperating teachers outweighed the advantages.
- **Revision to Task 3:** Compared to the previous edTPA, which required one of the three focus students to be a student with special needs, the modified version (ADE TPA) gives TPA candidates more flexibility in selecting three focus students whose work represents the patterns of learning in the class. In the past, candidates occasionally had difficulties with this requirement because their classes did not always contain students whose special needs affected their learning in the arts. In the modified ADE TPA, candidates are asked to select and analyze the work of three focus students who represent the patterns of learning for the entire class.
- **Scorers:** We hired and trained select alumni to act as scorers. As a result, we are able to be flexible with submission deadlines, instruct scorers to be more wholistic in their searching for evidence, and, last year when a weather-related closure resulted in students not being able to assess pupil's language acquisition, we were able to eliminate an entire prompt and rubric from the assessment.
- **Scoring Process:** We arrange for each submission to be independently scored by two scorers. Scores are sent to a faculty member who reviews them and then averages the scores to yield a Final score. We would like to have a stable group of scorers who we could train more fully. By this we mean that we would like to be able to have scorers convene for an inter-rater reliability session(after submissions are scored independently) but everyone's time is limited and we haven't yet managed to schedule this.

## K-12 Partnerships

### NYC/DOE Memo of Understanding (MOU)

- New requirements were introduced by the New York City Department of Education for all IHE placing student teachers in public schools and were outlined in a draft Memo of Understanding sent to all IHE's. ADE signed the MOU with NYCDOE and meeting the new requirements of the MOU are either in place or in progress as [outlined](#).

### On-campus K-12 Programs

- In 2023-2024 faculty received a Taconic Grant to offer a free Middle School Portfolio Program. The program was well attended and offered evidence that 7th and 8th graders could be successfully recruited for an after school program on campus. It was also integrated into the teacher education programs as a site for fieldwork observations. The portfolio

program is to be offered again in 2024-2025 to local middle schoolers (with it is hoped the majority to be offered reduced tuition scholarships). Funding will be identified so the program can be offered free in subsequent years.

### **Community Partnerships: Schools, Museums and Cultural Organizations (off campus)**

The East Elmhurst Partnership was successfully launched in 2023-2024 and an MOU was put in place. The program will be strengthened in 2024-2025 with the goal of improving children's attendance and retention. More parent engagement is planned. The Pratt in Puerto Rico Spring Break program is in its 3rd year and is open to majors and non-majors. In addition to cultural activities, students teach visual art in a local public school. Our partner in San Juan Puerto Rico is [Instituto Nueva Escuela \(INE\)](#) works with one of their partner schools such as Juan Morel Del Campos School, to offer opportunities to our students. The program will be strengthened in 2024-2025 with an MOU and changes to the content of the accompanying course ADE 401/601 Community Matters.

#### Student and Faculty Resources

- All off-campus partners are required to have an MOU in place with Pratt Institute in advance of students beginning in the school, museum or community-based organization (with the exception of internships) and all students and faculty will attend an Orientation for each related class and sign to acknowledge that all Handbooks and Policies have been read and understood. These materials are now available for students and faculty on the department website.

Faculty research and professional activities within the NYC DOE: 1) Integration of Art and Technology 2) Professional development for teachers on Culturally Responsive Teaching in Visual Arts 3) Boot Camp for Middle School Portfolio Development run by ADE faculty and taught by Pratt alumni.