

RIT's Teacher Preparation Report 2023-24

Teacher Preparation Program Required Information	MST Visual Arts: All Grades (MST) College of Art and Design	MS Secondary Education (MSSE) National Technical Institute for the Deaf
I. Goals: Information about whether goals have been met, activities implemented to achieve goals, and steps taken to improve performance in meeting goals	<ul style="list-style-type: none"> • Prepare the next generation of highly qualified artist-teachers and create pedagogical experiences through: <ul style="list-style-type: none"> ○ evidence-based practices, including content-specialized pedagogies and technology, and educational measures throughout their coursework and clinical experiences ○ differentiated learning techniques for effective instruction in the diverse learning needs of all students. ○ perspectives on multicultural issues in the visual arts and education fields, exploration of contemporary theories in art and education. 	<ul style="list-style-type: none"> • Prepare teachers as highly qualified practitioners in the education of students who are deaf or hard of hearing through <ul style="list-style-type: none"> ○ evidence-based practices, including content-specialized pedagogies and technology, and educational measures throughout their teaching experiences. ○ support of the social, academic, and communication needs of diverse deaf students in a variety of K-12 classroom environments.
II. Assurances: Description of activities the school has implemented to meet assurances	<p>The MST Visual Art-All Grades Program provides a unique experience that prepares MST candidates to meet the national, state, and regional needs of teachers of the visual arts. Through coursework and fieldwork, MST candidates connect theory with practice and develop relevant strategies for urban, suburban, and rural classrooms.</p> <ul style="list-style-type: none"> • All core courses ensure that MST candidates develop informed and diverse perspectives and are prepared to have meaningful impacts on PK-12 students and learning communities. • ARED-702 Inclusive Art Education: Teaching Students with Disabilities in the K-12 Art Classroom focuses on how to deliver art education for PK-12 students with disabilities. MST candidates research how to understand Individualized Learning Plans (IEPs) and 504 Learning Plans to ensure they can deliver accommodations that will ensure academic success and access to the learning environment for all PK-12 students. • MST candidates develop plans to incorporate accessibility strategies into their pedagogy. Student teaching is an important educational experience in 	<p>The MSSE program prepares teacher candidates to teach students who are deaf or hard of hearing. The MSSE program identifies and addresses current field needs through practicum requirements, coursework, and stakeholder engagement.</p> <ul style="list-style-type: none"> • The MSSE program requires candidates to include observation of itinerant teachers of the deaf in public school mainstreamed programs during their practicum partners. • Specialized coursework in the MSSE program prepares teachers to meet and advocate for the most prevalent needs of school-aged students who are deaf and hard of hearing. Related to language development and proficiency, the MSSE program requires courses “Language Acquisition and Learning,” “Literacy and the Deaf Adolescent,” and “Educational Audiology and Spoken Language Development.” Related to preparation for delivering individualized special education, the MSSE program requires courses “Educational and Cultural Diversity,” “Teaching Deaf and Hard of Hearing Learners with Special Educational Needs,” and

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	the MST program. It is designed to provide the MST candidate with experiences, challenges, and successes that inform their pedagogy.							<p>“Issues in Mainstream Education” in which students are trained in IEP skills and procedures.</p> <ul style="list-style-type: none"> The MSSE Stakeholder Board ensures alignment between educator preparation and employer expectations for teachers hired at their schools and agencies. The Stakeholder Board has played a key role in the revision of program assessments like the Educator Dispositions Assessment, refining and clarifying clinical evaluation tools used by program faculty and site partners, and development of the Deaf Education Teacher Performance Assessment (DETPA). 						
III. Pass rates (PR) and mean total scaled scores (SS) for the most recent year for which information is available on assessments issued by the state for licensure that have been taken by students who are enrolled in the teacher preparation program and students who have completed the program. Source: NYSTCE report.	CST – Visual Arts (2023-24)		CST – Visual Arts (2022-23)		CST - Visual Arts (2021-22)		CST - Visual Arts	CST- DHH (2023-24)		CST- DHH (2022-23)		CST- DHH (2021-22)		CST- DHH
	PR	SS	PR	SS	PR	SS	3-year trend PR	PR	SS	PR	SS	PR	SS	3-year trend PR
	100%	562	100%	566	94%	556	98%	100%	546	64%	526	92%	535	85%
	EAS (2023-24)		EAS (2022-23)		EAS (2021-22)		EAS	EAS (2023-24)		EAS (2022-23)		EAS (2021-22)		EAS
	PR	SS	PR	SS	PR	SS	3-year trend PR	PR	SS	PR	SS	PR	SS	3-year trend PR
	100%	546	100%	539	94%	531	98%	95%	528	86%	525	96%	524	92%
IV. Program Information														

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a) Admission criteria	<p>To be considered for admission to the MST program, candidates must fulfill the following requirements:</p> <ul style="list-style-type: none"> • Hold a baccalaureate degree (or US equivalent) from an accredited university or college with a major concentration in art, art education, arts technology education, photography, or new media. • Have a minimum of 36 semester credit hours in studio arts courses. • Recommended minimum cumulative GPA of 3.0 (or equivalent) • Submit a portfolio using Slideroom.com • Submit a writing sample, resume, and three letters of reference • International students must have a minimum TOEFL score of 79 	<p>To be considered for admission to the MSSE program candidates must fulfill the following requirements:</p> <ul style="list-style-type: none"> • Evidence of successful completion of a baccalaureate degree with a cumulative GPA of at least 3.0 • Evidence of completing coursework in the liberal arts, science, math, humanities, and the arts • Submit a writing sample, of which the applicant is the sole author, which should be a report or paper from previous academic or professional work that reflects your critical thinking and writing abilities. • Participate in an individual interview. • International applicants whose native language is not English must submit official test scores from the TOEFL, IELTS, or PTE or submit a waiver.
b) Enrollment disaggregated by gender, race, and ethnicity	<p>Total Enrollment: 101 Male Enrollment: 25 Female Enrollment: 76 Race: White: 56 Unknown: 2 Asian: 12 Two or more races: 8 Black/African American: 7 Native Hawaiian or Other Pacific Islander: 1 Hispanic/Latino of any race: 15</p>	
c) Average Hours Supervised Clinical Experiences	<p>Field Experiences: One hundred hours of observation(NYSED requirement) Student Teaching One Semester (NYSED requirement as of 2024 cohort)</p>	<p>Practicum: 100 hours Student Teaching: One Semester (or equivalent)</p>
d) Total number of students who have been certified - disaggregated by subject area	<p>11 (subject area: Visual Arts)</p>	<p>19 (subject area: Deaf and Hard of Hearing)</p>
e) Number of full-time faculty	1	5
V. Statement of approval or accreditation of program	CAEP accreditation is granted at the initial licensure level. Accreditation status is effective between Spring 2021 and Spring 2028. The next site visit will take place in Fall 2027.	CAEP accreditation is granted at the initial licensure level. Accreditation status is effective between Spring 2021 and Spring 2028. The next site visit will take place in Fall 2027.
VI. Whether the state has designated the program as low-performing	No	No

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VII. Description of activities that prepare teachers to effectively use technology in instruction and to collect, manage, and analyze data	<p>MST students integrate the use of new technologies and understanding of technology by:</p> <ul style="list-style-type: none"> • Creating digital presentations using a diverse range of programs and software, creating lesson plans that have a technology component and as content material, demos and exemplars, and personal artwork to connect theory with practice. • Supporting instruction while student teaching, visually documenting and reflecting on their teaching process (i.e. in-depth visual portfolio demonstrating reflective inquiry into their teaching process, visually documenting teaching process with digital photography) • Experiencing a wide range of media and methodologies that are used in the Visual Art World such as photography, printmaking, installation art, painting, drawing, imaging, design, sculpture, performance, and time-based works. 	<p>MSSE students are prepared to integrate technology effectively into curricula and instruction through coursework including:</p> <ul style="list-style-type: none"> • “General Methods of Curriculum and Instruction” and “Curriculum Content and Methods of Instruction” as well as during field assignments. <ul style="list-style-type: none"> ○ Each student participates in two micro-teaching experiences during each of the Methods courses. Instruction related to instructional technology is provided before these assignments. ○ Technology (software, programs, digital and online educational tools, and video technology) is incorporated during field assignments to provide engaging instruction and support effective data collection, management, and analysis.