

RIT's Teacher Preparation Report 2020-21

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
<p>I. Goals – information about whether goals have been met, activities implemented to achieve goals, and steps taken to improve performance in meeting goals</p>	<ul style="list-style-type: none"> • Prepare the next generation of artists and create art experiences through <ul style="list-style-type: none"> ○ 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.
<p>II. Assurances – description of activities the school has implemented to meet assurances</p>	<p>The MST Visual Art-All Grades Program incorporates equity, inclusivity and special needs practices through the completion of specifically designed course work and experiential opportunities.</p> <ul style="list-style-type: none"> • "Inclusive Art Education and Multicultural Issues in Art and Education" ensures that students have accurate multicultural perspectives and to fully prepare students to skillfully collaborate with other teachers and to teach students with disabilities and other special needs. • "Inclusive Art Education: Teaching Students with Disabilities in the K-12 Art Classroom" develops new instructional strategies for making visual art more accessible for students with exceptionalities and • "Multicultural Issues in Art and Education" incorporates accessibility strategies into their daily teachings. 	<p>The focus of the MSSE program is to prepare teacher candidates to teach students who are deaf or hard of hearing.</p> <ul style="list-style-type: none"> • Specialized courses, "Language Acquisition and Learning", Literacy and the Deaf Adolescents" and "Educational and Cultural Diversity" prepare candidates who will work with students who have limited English proficiencies and are culturally diverse. • Candidates are prepared to teach deaf students who may also have secondary disabilities through course work "Teaching Deaf Learners with Special Educational Needs," and "Special Education in the Social Context," and during their field experience and both student teaching assignments. Preparation related to writing IEPs and participating on an IEP team is covered during the course, "Issues in Mainstreamed Education" and "Teaching Deaf Learners with Special Educational Needs."

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III. Pass rates (PR) and mean total scaled scores (SS) for the most recent year for which information is available on assessments issued by 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 3 Year Trend (2018-2021)		EAS Combined with MSSE (2021)		S ATS –W 3 Year Trend Combined with MSSE (2018-2021)		Ed TPA	CST – DHH 3 Year Trend (2018-2021)		EAS Combined with MST (2021)		S ATS –W Combined with MST (2018-2021)		Ed TPA
	PR	SS	PR	SS	PR	SS	PR	PR	SS	PR	SS	PR	SS	PR
	100%	307.9	100%	534.3	100%	265.3	Low N	80%	535.1	100%	534.3	100%	265.3	Low N
IV. Program Information														
a) Admission criteria	To be considered for admission to the MST program, candidates must fulfill the following requirements: <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 drawing, painting, design, or the crafts. • Recommended minimum cumulative GPA of 3.0 (or equivalent) • Submit a portfolio 							To be considered for admission to the MSSE program candidates must fulfill the following requirements: <ul style="list-style-type: none"> • Evidence of successful completion of a baccalaureate degree with a cumulative GPA of at least 3.0 (Official transcripts from previously attended postsecondary institutions) • Evidence of completing coursework in the liberal arts, science, math, humanities and the arts • Evidence of successful completion of 30 semester credit hours in an academic subject area as required by New York State for initial certification to teach a secondary content area. • 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 waiver. 						
b) Enrollment disaggregated by gender, race, and ethnicity	Total Enrollment: 50 Male Enrollment: 12 Female Enrollment: 38 Race: White: 40 Unknown: 4 Asian: 2 Two or more races: 3 Black/African American: 1													
c) Average Hours Supervised Clinical Experiences	Field Experiences: Student Teaching 100 hours							Practicum: 100 hours Student Teaching: 490 hours						

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d) Total number of students who have been certified - disaggregated by subject area	9 (subject area: Visual Arts)	5 (subject area: Deaf and Hard of Hearing)
e) Number of full-time faculty	1	3
V. Statement of approval or accreditation of program	CAEP accreditation 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 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
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 with a Smartboard and a range of software, 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"> • "Curriculum Content and Methods of Instruction" as well as during both student teaching assignments. <ul style="list-style-type: none"> ○ As part of the methods course, each student does two micro teaching experiences. Before doing this, they are taught how to use the smart board and they incorporate the skills during their micro teaching lessons. ○ Technology (software and video technology) is incorporated during the student teaching assignments for data collection, management and analysis.