



AAQEP Annual Report for 2025

Provider/Program Name:	Pratt Institute
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12/31/2028

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 (MWPPI) 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 MWPPI and take 3 ADE required courses in their sophomore year at MWPPI. They then transfer to Pratt's Brooklyn Campus. On average, 3-4 MWPPI students choose ADE as their major each year. We work closely with the Dean at MWPPI on aligning the curricula and assessment 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 Interior 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) ARTS Office, as well as with ADE completers, we have developed strong collaborations with visual arts teachers in more than [47](#) 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.

Brooklyn Latin Partnership

A faculty-led after school program is proposed on art and technology at 223 Graham Avenue, Brooklyn. The program will serve as a site for curricular and instructional research with 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 2025, 2 faculty, 3 alum, and 1 current student taught/mentored in the program.

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):

<https://www.pratt.edu/art/art-and-design-education/national-accreditation/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 06/30/25)	Number of Completers in most recently completed academic year (12 months ending 06/30)
Programs that lead to initial teaching credentials			
BFA Art & Design Education (U2100)	Initial certification - visual arts - all grades	36	1
BFA/MA Art & Design Education (U2107)	Initial certification - visual arts - all grades	36	18
BFA/MA Art & Design Education (G2107)	Initial certification - visual arts - all grades	3	4
MA Art and Design Education (G2175)	Initial certification - visual arts - all grades	13	5
Total for programs that lead to initial credentials		88	28
Programs that lead to additional or advanced credentials for already-licensed educators			

Total for programs that lead to additional/advanced credentials		
Programs that lead to P-12 leader credentials		
Total for programs that lead to P-12 leader credentials		
Programs that lead to credentials for specialized professionals or to no specific credential		
Total for programs that lead to specialized professional or no specific credentials		
TOTAL enrollment and productivity for all programs	88	28
Unduplicated total of all program candidates and completers	76	27

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.)

--

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. Total enrollment 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.
76
B. Total number of unique completers (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.
27
C. Number of recommendations for certificate, license, or endorsement included in Table 1.

Of the 27 completers, 16 continued into our BFA/MA (G) and will become eligible to submit Institutional Recommendation Forms (IRF) at completion of their 5th year.

Of the remaining 11:

IRF submitted - 7

IRF submission is pending completion of tests - 3

Returned to country of origin - 1

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

[AAQEP Graduation Rate](#)

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%.

[Anonymized spreadsheet 2024-2025](#)

TPA: 22 candidates submitted, and 22 passed on their first attempt.

2024-2025 Test Results for Educating All Students (EAS) and a Content Speciality Test (CST):

New York State requires two standardized tests of candidates seeking visual arts certification: Educating All Students (EAS) and a Content Speciality Test (CST) in the certification area of Visual Arts. This is a link to our [Anonymized Exam Scores AY 24-25](#).

Students who are not part of the 2024-25 cohort and those affiliated to Pratt but who are not candidates in our programs have been removed for the purposes of our analysis.

In summary:

Educating All Students (EAS): Of the 13 students who took the EAS test, all passed. Of the 9 who were program completers in 2024-25:

BFA - 1

BFA/MA (UG) - 5

BFA/MA (G) - 1

MA- 2

Content Speciality Test (CST): Of the 10 students who took the CST test, all passed. Of the 8 who were program completers in 2024-25:

BFA (UG) - 7 passed (one was retaking this year after failing the exam last year)

MA - 1 passed.

All program completers who took standardized tests passed.

F. Explanation of evidence available from program completers, with a characterization of findings.

We conducted, and will continue to regularly conduct, summer interviews with completers (8) who had been teaching for 1-3 years in New York City's public schools. Completers are asked to submit a Unit Plan planning documentation with student-facing slides and faculty slides, project examples, curriculum matrix and student work.. Faculty supervisors use ADE Rubric criteria (1,2,3,4,5,6,9,10) to score completers' teaching artifacts & student work. Faculty use ADE Rubric criteria (17, 18, 19,20) to score Professional Dispositions based on completers' interview. Although the highest rubric level is Refining we did not expect new teachers to meet this level in their early stages of teaching. Goal: 90% will score at the integrating level on ADE Rubric criteria .

Findings: Dispositions Rubric Criteria 17, 18, 19, 20

- #17 Analysis of Student Artwork: Integrating
- #18 Research Practices: Practicing/Integrating (identified as an area of weakness)
- #19 Reflective Practices: Integrating
- #20 Professional Relationships: Integrating

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

For the first time, NYC Department of Education has shared [Pratt Institute Hiring Data](#): it included a 2-year look back at 2023-2024 and 2024-2025 school years hiring data, findings indicate that 9 graduates were hired in the 2024-2025 hiring season, by comparison 6 were hired in the 2023-2024 hiring season. Of the 9 hired for the 2025 school year, 6 self-reported as a person of color (POC) and 8 were hired in a NYC priority district. NYCDoe definition of a "recent graduate" is a graduate of the last 2-years. In addition NYCDoe sends out a New Teacher Survey. The New Teacher Survey is a bi-annual survey sent to first year teachers to better understand and improve their experiences and preparation. This year, survey respondents could opt-in to express the degree to which they found student teaching and university coursework experiences helpful in their preparation on a scale of not useful, useful and very useful. 5 Pratt graduates responded to the New Teacher Survey. When asked: How useful was student teaching in preparing you for your current role? 2 indicated that student teaching was very useful, 2 indicated it was useful, 1 left the question blank; and when asked: How useful was university coursework in preparing for your current role? 3 responded that it was very useful, 2 responded that it was useful.

H. 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.

In addition to analyzing the NYC Department of Education [Pratt Institute Hiring Data](#) and the New Teacher Survey, Pratt Institute shared a report, summer 2025 called: "[Class of 2024, first destination outcomes- department report](#)." Of the students who

responded 81.82% were working in an area directly related to their major, teaching visual arts; 18.18% were continuing their education.

The program also tracks employment rates for program completers in the following way: 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 Program Coordinator. The Program Coordinator also reaches out to faculty for their input on the employment status of graduates in order to maintain an accurate and current list.

Opportunities are also disseminated and investigated in the following way: 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, enlist alumni support for Fieldwork and Student Teaching placements, hire 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.

Completer Employment/Further Schooling Report

2024-2025 (An update of employment data for this completer cohort is ongoing, data as of 6/30).

27 completers

Employed f/t public school - 2

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

Graduate studies (BFA/MA at Pratt Institute "5th years") - 15

Seeking f/t teaching (IRF submission pending completion of tests) - 3

Seeking f/t teaching (IRF entered) - 5

Other (e.g. self-employed; returned to country of origin) - 1

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

There has been no change to our staffing capacity in AY24-25. It matches the current size of our program.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
ADE TPA	ADE TPA for Visual Arts 15 indicators with performance descriptions Task 1) Planning (5 indicators) Task 2) Instruction (5 indicators) Task 3) Analysis (5 indicators) Failing = or < 38/75 Passing => 39/75 Passing with Mastery => 49/75	ADE 403/613 Professional Practices had 22 students preparing their TPA. All 22 submitted and received passing level scores ranging between 42 to 68, with all but three students' submissions earning scores at or above the Mastery level of 49. Here is a link to the TPA scores and analysis on these 15 indicators: TPA Fall 2024 Scores

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Program Exit Survey	80% Very Effective and Somewhat Effective	
Reflective Practices Survey	80% Very Effective and Somewhat Effective	
Completer Interview	90% score at the integrating level on the ADE Program Rubric (Criteria 3,6,17,18,19,20)	100% score at the integrating level on the program rubric.

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.

The Program Exit Survey completed by students have revealed the following strengths and challenges:

Strengths:

- Impacting students ability to learn
- Utilizing different pedagogical approaches
- Reaching mastery of understanding in the subject area

Challenges:

- Maintaining order and discipline:
- Teaching with Technology:
 - Rated low - not part of Danielson - not expected in schools in art,
 - We do not have it as a formal part of lesson planning
 - Innovation– research on teaching with technology which will then be applied to the program, Media and Materials II – our plan for integrating it into our QAR proposal
- Difficult Fall Semester:
 - Some have commented and requested TPA/SAS and Student Teaching to be not overlapping during the same semester

Reflective Practices

Reflective Practices Survey was conducted with program completers at the end of Fall 2024 and Spring 2025 semesters. They have identified the following as the most helpful supports from the program in their reflective practices:

- Project example charts
- Analysis of pupil art work in relationship to learning outcomes
- Analysis of teaching videos
- Written reflections post-teaching

Program completers have identified the following as their means to continue to reflect in their teaching practice:

- Analysis of pupil art work in relationship to learning outcomes
- Self-assessments using ADE Program Rubric or a rubric used in the school for teacher evaluation (most likely Danielson)
- Written reflections post-teaching or other forms of documentation-- notes, mindmaps, etc.”

ADE TPA

Based on feedback from alumni who have completed Teacher Performance Assignment (TPA) in previous years, data analysis of scores, and our internal reflections we revised TPA, specifically Task 1 (Planning), to be more user friendly and better aligned with ADE values.

- Background 2023-24: 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. In 2023-24, we changed the context in which students completed their TPA from NYC public schools to our Saturday Art School due to logistical challenges created by partnering with often over-extended cooperating teachers, which outweighed the advantages. 2024-25 was the second consecutive year where TPA was administered in Saturday Art School, which some revisions in Task 1 as explained below.
- User Friendly: We have found, over many years of working with the edTPA and ADE TPA, that we spend a lot of time helping students understand what the prompts are asking. This has been particularly true of Task 1 Planning Commentary. With a goal of clarifying the prompts in Task 1, two faculty members worked over the summer on revising Task 1 in preparation for those students who would be taking the assessment in the Fall 2024. They looked at three ADE documents with which all ADE students are familiar—the learning segment overview, the lesson plan template, and the ADE program rubric—and where possible, they replaced EdTPA language with ADE terminology. One example of this would be substituting “Opportunities for (pupils’) Meaning Making” for “Relating art to Context.”
- Alignment with ADE values: In Task 1, prompts 1b and 1c, candidates are asked to write about how they will “support the development of students’ abilities to create, present, or respond to visual art by incorporating at least one of the following components: Developing works of art. Interpreting art, Relating art to context.” Without exception, ADE students include all three of these learning goals in their learning segments. They support pupils to develop works of art and to build their interpreting skills and relate art to context (which we refer to as supporting meaning making). These three aspects of teaching art and design are critical to quality instruction, culturally relevant pedagogy, and should not be an “either or” choice. Our revisions to Task 1 include eliminating the either/or language in the prompt and in the corresponding TPA rubric.

