Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

<table>
<thead>
<tr>
<th>Agree</th>
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</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tr>
<tr>
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</tr>
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</table>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 4

*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.
Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.
Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Weakness 1.5 Evidence of valid interpretations of the assessments

Some instruments (e.g., student teaching evaluation, field experience log book, student teaching reflective binder, rubrics) are new or under development and data for assessing reliability and validity are limited.

All MST students successfully completed Field Log Books which were assessed by the college supervisor and an adjunct faculty member. MST students were given formative and summative assessments for their Field Binders in written narrative, a rubric and through discourse in exit interviews at the completion of semester one. All students were rated as passing. Field Binders were reviewed by the Program Director and the Student Teaching College Supervisor. Cooperating teachers and a college supervisor completed formative and summative evaluations for each student, during each of our two student teaching placements. The MST students also completed self-evaluations, formatively and summatively for each placement, which were reviewed by the college supervisor, the MST Program Director and all adjunct faculty working within the program. 100% of all MST student teaching evaluations were rated satisfactory or higher. These evaluations continue to inform our local program assessment and have been very successful. We keep hard copies and electronic copies of these evaluations. We also email and speak with the teachers several times throughout each placement and keep hard copies of the college supervisor’s notes. Candidates keep and submit daily and weekly reflections to the EPP, which incorporate cooperating teacher feedback, as well. Reflections are used as talking points in Seminar. A computer with SmartBoard Technology in the MST classroom is used in all MST classes. EPP and candidates use TaskStream and our University’s Cloud MyShares to organize and store data and assessments. Communications between EPP and cooperating teachers continues to be consistent. The college supervisor increased visits during the 2016 placements by 50%, averaging three to four visits each placement.

Section 7. Accreditation Pathway

Inquiry Brief. Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Available and in the Brief</th>
<th>Not available and not in the Brief</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relied on</td>
<td>Not Relied on</td>
<td>For future use</td>
</tr>
<tr>
<td>Grades</td>
<td></td>
<td></td>
<td>Not for future use</td>
</tr>
<tr>
<td>Candidate grades and grade point averages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>See attached spread sheet used to assess student success and continuous program improvement</td>
</tr>
<tr>
<td>Scores on standardized tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate scores on standardized license or board examinations</td>
<td>○</td>
<td>○</td>
<td>Reason</td>
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<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>See attached spread sheet used to assess student success and continuous program improvement</td>
</tr>
<tr>
<td>Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude</td>
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<td>○</td>
<td>Reason</td>
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<td>Standardized scores and gains of the completers' own students</td>
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<td>Reason</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>Data not available</td>
</tr>
</tbody>
</table>
### Assessment results related to TEAC Quality Principle I

Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

<table>
<thead>
<tr>
<th>Rating Type</th>
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<th>Data not available</th>
<th>Data not collected</th>
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<tr>
<td>Third-party rating of program’s students</td>
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<td></td>
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<tr>
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<tr>
<td>Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples</td>
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### Rates

<table>
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<th>Data not collected</th>
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</thead>
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<tr>
<td>Rates of completion of courses and program</td>
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<tr>
<td>Completers' career retention rates</td>
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<tr>
<td>Completers' job placement rates</td>
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<td></td>
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<tr>
<td>Rates of completers' professional advanced study</td>
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<tr>
<td>Rates of completers' leadership roles</td>
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<tr>
<td>Rates of graduates' professional service activities</td>
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</table>

### Case studies and alumni competence

<table>
<thead>
<tr>
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<th>Data not available</th>
<th>Data not collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluations of completers by their own pupils</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completer self-assessment of their accomplishments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third-party professional recognition of completers (e.g., NBPTS)</td>
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<tr>
<td>Employers' evaluations of the program's completers</td>
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</tr>
<tr>
<td>Completers' authoring of textbooks, curriculum materials, etc.</td>
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</tr>
<tr>
<td>Case studies of completers' own students' learning and accomplishment</td>
<td></td>
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B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

Certification Test Scores for 2016
MST Grades 2015-2016

Section 8: Preparer’s Authorization

Preparer’s authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.

☑️ I am authorized to complete this report.

Report Preparer’s Information

Name: lauren Ramich
Position: MST Visual Arts All Grades Graduate Program Director
Phone: 585 734 3460
E-mail: larfaa@rit.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data deidentified from accreditation documents.
Section 1. AIMS Profile
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1.1 In AIMS, the following information is current and accurate...

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<td>1.1.1 Contact person</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.1.2 EPP characteristics</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.1.3 Program listings</td>
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Section 2. Program Completers
2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 7

*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.
Yes, a program or programs leading to initial teacher certification is currently being offered.

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Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
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No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.
Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Program overview: MST Visual Arts: All Grades: https://cias.rit.edu/schools/art/graduate-teaching-visual-arts


Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Weakness 1.5 Evidence of valid interpretations of the assessments

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Section 7. Accreditation Pathway

Inquiry Brief. Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

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<td>○</td>
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<td>○</td>
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</tr>
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<td>○</td>
<td>○</td>
<td>Data not available</td>
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<td></td>
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<tr>
<td>Ratings of portfolios of academic and clinical accomplishments</td>
<td>○</td>
<td>○</td>
<td>MST Advisory Council has been formed for this purpose.</td>
</tr>
<tr>
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<td>○</td>
<td>Data not available</td>
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**Rates**

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Completers' career retention rates

Completers' job placement rates

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Rates of completers' leadership roles

Rates of graduates' professional service activities

**Case studies and alumni competence**

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Employers' evaluations of the program's completers

Completers' authoring of textbooks, curriculum materials, etc.

Case studies of completers' own students' learning and accomplishment

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1: Assessment results related to TEAC *Quality Principle I* that the program faculty uses elsewhere must be included in the *Brief*. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the *Brief*. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

- MST 2014-2015 STUDENT SURVEY.xlsx
- Grades-NYS Exams (anonymous) 2014-2015.xlsx
Section 8: Preparer's Authorization

Preparer’s authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.

☐ I am authorized to complete this report.

Report Preparer’s Information

Name: Dr. Thomas R. Lightfoot
Position: Graduate Director MST: Visual Arts: All Grades
Phone: 585-475-2657
E-mail: trlfad@rit.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.
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<tr>
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<td>☐</td>
</tr>
</tbody>
</table>

Section 2. Program Completers
How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Enter a numeric value for each textbox.

- Number of completers in programs leading to initial teacher certification or licensure: 9
- Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.): 1

Total number of program completers: 10

Section 3. Substantive Changes
Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

RIT changed from 1/4 system to a semester system - the curriculum had to be revised and all courses re-written (expanded, modified or eliminated). All changes approved by state for re-registration of program. State mandates for edTPA and addressing special needs, gifted and talented, and ELL students along with changes to other certification exams meant further changes, i.e., adding Inclusive Issues course and workshop to familiarize students with edTPA structure, rubrics and procedures.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval

Change to semesters from quarters required the curriculum to be revised and all courses re-written to conform to new course lengths and credit structure. Some courses were expanded, others modified and others eliminated. The MST: Visual Arts - All Grades graduate program was approved and certified in 2012 by NY State.

Section 4. Display of candidate performance data.
Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

General description of program with state exam pass rate presented:
http://www.rit.edu/emcs/ptgrad/program_detail.php?id=1139

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

CAEP's 8 Reporting Measures

- 5.1 Impact on P-12 learning and development
- 5.2 Results of completer surveys
- 5.3 Graduation rates
- 5.4 Ability of completers to meet licensing (certification) and any additional state requirements
- 5.5 Indicators of teaching effectiveness
- 5.6 Results of employer surveys, and including retention and employment milestones
- 5.7 Ability of completers to be hired in education positions for which they have prepared
- 5.8 Student loan default rates and other consumer information

Yes, a program or programs leading to initial teacher certification is currently being offered.

**5.1 Impact on P-12 learning and development.** Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Column 1</td>
<td>Column 2</td>
</tr>
</tbody>
</table>

**5.1.1 Candidate performance during pre-service**

- Unit and lesson plans
- Pre-post tests of student learning
- Videos of candidate instruction
- Candidate reflection
- Surveys of P-12 students on candidate performance
- State-adopted assessment(s) (specify)
  - edTPA, ALST, EAS, CST-Visual Arts
- State-designed assessment(s) (specify)
- EPP-designed assessment(s) (specify)
  - Formative and summative formal assessments of Pre-Service Teaching at the interim and final points for each placement by Cooperating Teachers, Candidates and College Supervisor
- Other (specify)
  - Observation, Practicum and Pre-service Field Binders

**5.1.2 Completer performance during in-service**

- Student achievement and/or learning models (e.g., value-added modeling)
- EPP-designed case study
- Other (specify)

---
5.2 Results of completer surveys. Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

5.2.1. If "Disagree", go to 5.3

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completer survey results are available to the EPP.</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- [ ] The completer provides summary ratings of the EPP and its programs.
- [ ] The completer provides responses to open-ended questions about the EPP.
- [ ] The completer provides a response to questions about their preparation in at least one of the following areas:
  - [ ] Content knowledge
  - [ ] Instruction and pedagogical content knowledge
  - [ ] Teaching diverse P-12 students
  - [ ] Teaching P-12 students with diverse needs
  - [ ] Classroom management
  - [ ] Alignment of teaching with state standards
  - [ ] Family and community engagement
  - [ ] Assessment of P-12 student learning
  - [ ] Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- [ ] At the end of the program
- [ ] Between the end of the program and one year after program completion
- [ ] Between one and two years after program completion
- [ ] Between two and three years after program completion
- [ ] Between three and four years after program completion
- [ ] More than four years after program completion

5.2.4 Indicate the EPP’s access to results of completer surveys and the survey response levels.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
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</thead>
<tbody>
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<td>○</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
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<td>Institution or organization</td>
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<tr>
<td>State</td>
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<tr>
<td>Other (specify)</td>
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<td>○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2.5 The EPP can demonstrate that the completer survey is...
Reliable (produces consistent results about completer satisfaction)  
Valid (can make an appropriate inference about completer satisfaction)  
A measure with a representative sample (demonstrates typical completer responses)  
Inclusive of stakeholder interests  
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)  

5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.

5.3 Graduation rates. Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Enter a numeric value for each textbox.

<table>
<thead>
<tr>
<th>Academic year a candidate was first enrolled</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2013-2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2012-2013</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AY 2011-2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2010-2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2009-2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.

Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure

| Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure | 10 | 0 | 0 | 0 | 0 | 0 |

Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.

Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014

| Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014 | 9 | 0 | 0 | 0 | 0 | 0 |

Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).

Number of candidates/completers who were not recommended for an initial teacher certification or
### 5.4 Ability of completers to meet licensing (certification) and any additional state requirements.

Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

#### 5.4.1 Assessment Pass Rates reported to Title II

<table>
<thead>
<tr>
<th>All program completers, 2012-2013</th>
<th>Number taking test</th>
<th>Average scaled score* (This value should be between 0-1.)</th>
<th>Number passing test</th>
<th>Pass rate (%)</th>
<th>Statewide average pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>0.78</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All program completers, 2011-2012</td>
<td>3</td>
<td>0.81</td>
<td>3</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

#### 5.4.2 The EPP can demonstrate that the licensure or certification test results are...

- Representative (demonstrates typical candidate or completer performance)
- Actionable (provides specific guidance for continuous improvement)

#### 5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

### 5.5 Indicators of teaching effectiveness.

Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure.

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
</tr>
</tbody>
</table>

#### Completer performance during in-service

- Surveys of P-12 students on completer performance
- School district-level teacher evaluation
- Employer observations
- Employer surveys
- EPP-designed case study
- Other (specify)
- Pre-service teachers complete 3 case studies for each placement for edTPA
5.6 Results of employer surveys, including retention and employment milestones. Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

Employer survey results are available to the EPP.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

☐ The employer provides overall summary ratings of the completer.
☐ The employer provides responses to open-ended questions about the completer.
☐ The employer provides a response to questions about the completer’s preparation in at least one of the following areas:
  ☐ Collaboration with school-based colleagues and staff
  ☐ Alignment of teaching with state standards
  ☐ Family and community engagement
  ☐ Content/subject matter
  ☐ Instructional and pedagogical content knowledge
  ☐ Development of a safe learning environment
  ☐ Assessment of P-12 student learning
  ☐ Teaching P-12 students with diverse needs
  ☐ Teaching diverse P-12 students
  ☐ Other (Specify)
  ☐ Knowledge and use of technology

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution or Organization</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation agency</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.6.4 The EPP can demonstrate that the employer survey is...

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reliable (produces consistent results about employer satisfaction)
Valid (can make an appropriate inference about employer satisfaction)
A measure with a representative sample (demonstrates typical employer responses)
Inclusive of stakeholder interests
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)
5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

5.7 Ability of completers to be hired in education positions for which they have prepared. Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8
The EPP has attempted to collect data on the employment status of completers.

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)
- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)
- Office of Coop & Placement
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)
- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8
The EPP has access to information on the employment status of completers

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)
- Self-report from the completer
- Third party:
  - School district
  - State department (specify)
- Other (specify)
  - RIT Coop and Placement Office

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Number of Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Year of program completion

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
<th>Column 7</th>
<th>Column 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2013-2014</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Example: If 60 candidates completed their program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)

5.8 Student loan default rates and other consumer information. Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

<table>
<thead>
<tr>
<th>Consumer information</th>
<th>No Access to data</th>
<th>Access to data</th>
<th>Publicly displayed data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-year student loan default rate</td>
<td>☐</td>
<td>☑</td>
<td><a href="http://www.rit.edu/emcs/financialaid/resources.html">http://www.rit.edu/emcs/financialaid/resources.html</a></td>
</tr>
<tr>
<td>Average cost of attendance</td>
<td>☐</td>
<td>☑</td>
<td><a href="https://www.rit.edu/fa/sfs/billing/tuitionandfees/1415/graduate/fulltime.html">https://www.rit.edu/fa/sfs/billing/tuitionandfees/1415/graduate/fulltime.html</a></td>
</tr>
<tr>
<td>Average beginning salary of a program completer</td>
<td>☐</td>
<td>☑</td>
<td><a href="http://www.rit.edu/emcs/oce/employer/salary?clusterid=3">http://www.rit.edu/emcs/oce/employer/salary?clusterid=3</a></td>
</tr>
<tr>
<td>Placement patterns of completers</td>
<td>☑</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Weakness 1.5 Evidence of valid interpretations of the assessments

Some instruments (e.g., student teaching evaluation, field experience log book, student teaching reflective binder, rubrics) are new or under development and data for assessing reliability and validity are limited.

Cooperating teachers, supervisors and candidates complete formative and summative evaluations for each student, each placement. These have been revised since the last report. We keep hard copies and electronic copies of these evaluations. We complete authentic formative and summative assessments. We also email and speak with the teachers several times throughout each placement and keep hard copies of the college supervisor’s notes. Candidates keep and submit daily and weekly reflections to the EPP, which incorporate cooperating teacher feedback, as well. Reflections are used as talking points in Seminar. A
Section 7. Accreditation Pathway

Inquiry Brief. Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Available and in the Brief</th>
<th>Not available and not in the Brief</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>1</td>
<td>No</td>
<td>Are indicators of student strengths and weaknesses that can be addressed in subsequent classes or for counseling.</td>
</tr>
<tr>
<td>Scores on standardized tests</td>
<td></td>
<td></td>
<td>Aggregated scores indicate areas of program to review &amp; strengthen, if necessary.</td>
</tr>
<tr>
<td>Ratings</td>
<td></td>
<td></td>
<td>No admission tests</td>
</tr>
<tr>
<td>Standardized scores and gains of the completers' own students</td>
<td></td>
<td></td>
<td>No standardized tests utilized in Visual Arts in the schools.</td>
</tr>
<tr>
<td>Ratings of portfolios of academic and clinical accomplishments</td>
<td></td>
<td></td>
<td>Indicator of Subject Matter Knowledge, which is essential for entering our program. There are very limited opportunities to expand specific skills. There is only one studio elective. Some additional content knowledge is developed within Methods and Seminar.</td>
</tr>
<tr>
<td>Third-party rating of program’s students</td>
<td></td>
<td></td>
<td>Cooperating teacher's provide important ratings for student teaching. Final teaching portfolios and exhibition of student teacher's student work is reviewed by outside experts.</td>
</tr>
<tr>
<td>Ratings of in-service, clinical, and PDS teaching</td>
<td></td>
<td></td>
<td>No means developed for this at this time.</td>
</tr>
<tr>
<td>Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples</td>
<td></td>
<td></td>
<td>Ratings by cooperating teachers &amp; EPP along with review of capstone experience &amp; project are important indicators of the students' knowledge of subject, pedagogy, and effective, caring teaching.</td>
</tr>
</tbody>
</table>

Rates
Assessment results related to TEAC Quality Principle I that the program faculty uses elsewhere must be included in the Brief. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

B. Provide an update of the program’s data spreadsheet(s) or data tables related to the program’s claims.

- 2013-2014 Grades & State Licensure Exam Scores
- 2011-12, 2012-13 State Licensure Exam Results

Section 8: Preparer’s Authorization

Preparer’s authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2015 EPP Annual Report.

- I am authorized to complete this report.

Report Preparer’s Information
Name: Dr. Thomas R. Lightfoot
Position: Graduate Director - MST: Visual Arts - All Grades
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