Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

# 2012
# Educator Preparation Performance Report
# Early Childhood Education • University of Findlay

## Licensure Test Scores for Individuals Completing the Early Childhood Education Program at University of Findlay

**(Data Source: Educational Testing Service (ETS) / United States Department of Education)**

**Description of Data:** In addition to requiring all teacher candidates to pass the Praxis ® licensure exam at the state determined cut score, for some licensure programs, Ohio requires that teacher candidates pass additional examinations at the established cut scores to be recommended for licensure and receive endorsements. The 2012 Report for Teacher Licensure Test Scores for the 2010-2011 year is based on Title II data and therefore reflects only initial licenses.

| Licensure Test | Test Score Range | Test Cut Score | Completers Tested | Program Average Scaled Score | Completers Passed | Program Pass Rate | State Average Pass Rate | State Average Scaled Score |
|---|---|---|---|---|---|---|---|---|
| ETS0021_EDUCATION_OF_YOUNG_CHILDREN | 100-200 | 166 | 23 | 181 | 22 | 96 | 99 | 184 |
| | - | | | | | | | |
| | - | | | | | | | |
| | - | | | | | | | |
| | - | | | | | | | |
| | - | | | | | | | |
| | - | | | | | | | |
| | - | | | | | | | |

## Early Childhood Education Candidate Academic Measures at University of Findlay

**Description of Data:** The data in this section reflect candidate performance on assessments and previous academic coursework. (Data Source: University of Findlay)

| | Candidates Admitted 2012 | | | Candidates Completing 2012 | | |
|---|---|---|---|---|---|---|
| Criterion | Required Score | Number of Admissions | Average Score of All Admissions | Number of Program Completers | Average Score All Program Completers | Score Range All Completers |
| ACT | 18 | N<10 | N<10 | N<10 | N<10 | 18 to 23 |
| SAT | 1290 | | | N<10 | N<10 | 1400 to 1560 |
| Praxis I Reading® | | | | | | to |
| Praxis I Writing® | | | | | | to |
| Praxis I Math® | | | | | | to |
| GRE Verbal® | | | | | | to |
| GRE Quantitative® | | | | | | to |
| GRE Writing® | | | | | | to |
| MAT® | | | | | | to |
| High School GPA | 2.5 | N<10 | N<10 | N<10 | N<10 | 3.74 to 4 |
| Graduate GPA | 2.75 | N<10 | N<10 | N<10 | N<10 | 3.02 to 4 |
| Transfer GPA | 2.75 | | | N<10 | N<10 | 3.42 to 4 |
| Program Admission GPA | 2.75 | N<10 | N<10 | N<10 | N<10 | 3.74 to 4 |

## Field and Clinical Experiences for Early Childhood Education Candidates at University of Findlay

**Description of Data:** Ohio requires that teacher candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements for these placements vary by institution and by program. The information below is reported at the pro. (Data Source: University of Findlay)

| Field / Clinical Experience Element | Requirement |
|---|---|
| Minimum number of field/clinical hours required of program candidates | 970 |
| Maximum number of field/clinical hours required of program candidates | 970 |
| Average number of weeks required in the student teaching experience | |
| Average number of weeks required to teach full-time within the student teaching experience | |
| Percentage of teacher candidates who satisfactorily completed student teaching in 2012. | 100 |

## Early Childhood Education Excellence and Innovation Initiatives at University of Findlay

**Description of Data:** This section provides each program the opportunity to share information on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators. (Data Source: University of Findlay)

**Initiative #1:** The Clubhouse

**Purpose:** Support and enhance the reading abilities and skills of struggling readers

**Goal:** Increase reading ability of struggling readers K-12

**Number of Participants:** 80

**Strategy:** Teacher candidates taking EDUC 423/EDFI 540 Assessment and Diagnosis of Reading Difficulties work with area school children throughout the semester to determine where they are struggling and plan and implement lessons to improve reading skills.

**Demonstration of Impact:** Pre/Post assessments

**External Recognition:** Funding for this is through UFHancock County Community Foundationand Hancock-Wood Electric.

**Initiative #2:** Hancock Park District

**Purpose:** To provide environmental and historical training to methods students and teach students in gr. PK-7.

**Goal:** To enhance environmental education and S.Studies curriculum in the Hancock County Schools.

**Number of Participants:** 50

**Strategy:** Methods students are trained by the Hancock County Park District to provide standards-based curriculum for area school children. Each methods block is assigned a curriculum: Nature Comes AliveHistory Comes Alive or Pioneer Tyke Hyke. Teacher candidates are assigned groups to work with throughout a week of activities. Faculty work with the K-12 students to assist with the parks program as well.

**Demonstration of Impact:** Feedback from teachers and K-12 students

**External Recognition:** Recognized by the Hancock County Park Districts and invited to come back each semester.

**Initiative #3:** The Brain and Learning

**Purpose:** To increase candidatesí understanding of how the brain functions.

**Goal:** To apply the principles of brain research to teaching and learning

**Number of Participants:** 30

**Strategy:** Methods students are trained by the Hancock County Park District to provide standards-based curriculum for area school children. Each methods block is assigned a curriculum: Nature Comes AliveHistory Comes Alive or Pioneer Tyke Hyke. Teacher candidates are assigned groups to work with throughout a week of activities. Faculty work with the K-12 students to assist with the parks program as well.

**Demonstration of Impact:** Course Evaluations

**External Recognition:**

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## Pre-Service Teacher Survey Results

**Description of Data:** To gather information on student satisfaction with the quality of preparation provided by their teacher education programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Pre-Service Teachers as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their student teaching experiences in Fall 2012. The results below reflect the program average (mean) score for each question, as well as the state average for each question. A total of 1,917 respondents completed the survey statewide for a response rate of 76 percent. (Data Source: Ohio Board of Regents)

| | Question | Program Average | State Average for All Programs (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|---|---|---|---|
| 1 | My teacher preparation program prepared me with knowledge of research on how students learn. | N<10 | 3.479 |
| 2 | My teacher preparation program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction. | N<10 | 3.331 |
| 3 | My teacher preparation program prepared me with high levels of knowledge and the academic content I plan to teach. | N<10 | 3.370 |
| 4 | My teacher preparation program prepared me to identify instructional strategies appropriate to my content area. | N<10 | 3.435 |
| 5 | My teacher preparation program prepared me to understand the importance of linking interdisciplinary experiences. | N<10 | 3.387 |
| 6 | My teacher preparation program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards. | N<10 | 3.483 |
| 7 | My teacher preparation program prepared me to use assessment data to inform instruction. | N<10 | 3.425 |
| 8 | My teacher preparation program prepared me to clearly communicate learning goals to students. | N<10 | 3.447 |
| 9 | My teacher preparation program prepared me to apply knowledge of how students learn, to inform instruction. | N<10 | 3.512 |
| 10 | My teacher preparation program prepared me to differentiate instruction to support the learning needs of all students. | N<10 | 3.413 |
| 11 | My teacher preparation program prepared me to identify strategies to increase student motivation. | N<10 | 3.355 |
| 12 | My teacher preparation program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class. | N<10 | 3.504 |
| 13 | My teacher preparation program prepared me to use strategies for effective classroom management. | N<10 | 3.330 |
| 14 | My teacher preparation program prepared me to communicate clearly and effectively. | N<10 | 3.495 |
| 15 | My teacher preparation program prepared me to understand the importance of communication with families and caregivers. | N<10 | 3.435 |
| 16 | My teacher preparation program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | N<10 | 3.581 |

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| | Question | Program Average | State Average for All Programs (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|---|---|---|---|
| 17 | My teacher preparation program prepared me to use a variety of diagnostic, formative, and summative assessments. | N<10 | 3.421 |
| 18 | My teacher preparation program prepared me to communicate high expectations to all students. | N<10 | 3.571 |
| 19 | My teacher preparation program prepared me to understand students from diverse cultures, language skills, and experiences. | N<10 | 3.405 |
| 20 | My teacher preparation program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring. | N<10 | 3.633 |
| 21 | Prepared me to use technology to enhance teaching and student learning. | N<10 | 3.303 |
| 22 | My teacher preparation program prepared me to collaborate with colleagues and members of the community when and where appropriate. | N<10 | 3.415 |
| 23 | My teacher preparation program collected evidence of my performance on multiple measures to monitor my progress. | N<10 | 3.421 |
| 24 | My teacher preparation program provided knowledge of the Ohio Licensure Program standards for my discipline. | N<10 | 3.137 |
| 25 | Provided knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards. | N<10 | 3.001 |
| 26 | My teacher preparation program provided me with knowledge of the requirements for the Resident Educator License. | N<10 | 2.891 |
| 27 | My teacher preparation program provided me with knowledge of the Ohio Standards for the Teaching Profession. | N<10 | 3.214 |
| 28 | My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development. | N<10 | 3.105 |
| 29 | My teacher preparation program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards. | N<10 | 3.356 |
| 30 | My teacher preparation program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education. | N<10 | 2.951 |
| 31 | My teacher preparation program provided integrated field experiences that supported my development as an effective educator focused on student learning. | N<10 | 3.506 |
| 32 | My teacher preparation program provided field experiences in a variety of settings (urban, suburban, and rural). | N<10 | 3.314 |
| 33 | My teacher preparation program provided student teaching experience(s) that supported my development as an effective educator focused on student learning. | N<10 | 3.563 |
| 34 | Provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media). | N<10 | 3.563 |
| 35 | Provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media). | N<10 | 3.545 |
| 36 | Provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students). | N<10 | 3.427 |
| 37 | Provided opportunities to understand students' diverse cultures, languages, and experiences. | N<10 | 3.396 |
| 38 | My teacher preparation program provided opportunities to work with diverse teachers. | N<10 | 3.278 |

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| | Question | Program Average | State Average for All Programs (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|---|---|---|---|
| 39 | My teacher preparation program provided opportunities to interact with diverse faculty. | N<10 | 3.290 |
| 40 | My teacher preparation program provided opportunities to work and study with diverse peers. | N<10 | 3.327 |
| 41 | Faculty in my teacher licensure program demonstrated in-depth knowledge of their field. | N<10 | 3.552 |
| 42 | Faculty in my teacher licensure program used effective teaching methods that helped promote learning. | N<10 | 3.461 |
| 43 | Faculty modeled respect for diverse populations. | N<10 | 3.536 |
| 44 | Faculty integrated diversity-related subject matter within coursework. | N<10 | 3.446 |
| 45 | Faculty used technology to facilitate teaching and learning. | N<10 | 3.410 |
| 46 | Faculty in my teacher licensure program conducted themselves in a professional manner. | N<10 | 3.600 |
| 47 | Provided clearly articulated policies published to facilitate progression to program completion. | N<10 | 3.303 |
| 48 | Provided opportunities to voice concerns about the program. | N<10 | 3.157 |
| 49 | Provided advising to facilitate progression to program completion. | N<10 | 3.304 |

**End of Report: Early Childhood Education • University of Findlay**