Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

2012
Educator Preparation Performance Report
Middle Childhood • University of Toledo

Licensure Test Scores for Individuals Completing the Middle Childhood Program at University of Toledo

(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
ETS0049_MIDDLE_SCHOOL_ENGLISH_LANGUAGE_ARTS	100-200	156	N<10				98	176
ETS0069_MIDDLE_SCHOOL_MATHEMATICS	100-200	143	N<10				99	172
ETS0089_MIDDLE_SCHOOL_SOCIAL_STUDIES	100-200	151	N<10				95	167
ETS0439_MIDDLE_SCHOOL_SCIENCE	100-200	144	N<10				97	159
	-							
	-							
	-							
	-							

Middle Childhood Candidate Academic Measures at University of Toledo

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

	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	22.8	26	22.8	14	28	to
SAT						172 to 26
Praxis I Reading®	179.2	26	179.2	173	185	172 to 26
Praxis I Writing®	176.5	26	176.5	173	184	172 to 26
Praxis I Math®	176.5	26	176.5	172	190	to
GRE Verbal®						to
GRE Quantitative®						to
GRE Writing®						to
MAT®						4 to 2.7
High School GPA	3.4	26	3.4	2.2	2.7	15 to 26
Graduate GPA	3.5	14	3.5	2.7	4	2.7 to 12
Transfer GPA	3.2	12	3.2	2.8	3.9	2.7 to 41
Program Admission GPA	3.5	40	3.5	N<10	N<10	to

Field and Clinical Experiences for Middle Childhood Candidates at University of Toledo

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 Toledo)

Field/Clinical Experience Element	Requirement
Minimum number of field/clinical hours required of program candidates	240
Maximum number of field/clinical hours required of program candidates	480
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.	96

Middle Childhood Excellence and Innovation Initiatives at University of Toledo

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 Toledo)

Initiative #1: Practices that Support Teaching Fractions

Purpose: Examine classroom practices associated with the work of teaching fraction algorithms

Goal: Document practice of exemplary teachers and develop model for typical teachers to improve practice

Number of Participants: 104

Strategy: The main research product is a prototypical model of effective teaching practices specific to

algorithm development in a domain identified as one of the most mathematically complex as well as critical to student success in higher-level mathematics (Lamon2007). This prototypical model will come from analyzing the instruction of teachers using the Connected Mathematics Project II (CMP II) curriculum. Because fractions are one of the most complex mathematical topics to teachthe analysis of the work of teachers will help illuminate key knowledge.

Demonstration of Impact: This is year three of a five year project. The analysis of video and audio data of exemplary teachers is in progress. New module for fractional division is under review.

External Recognition: Early career National Science Foundation grant funded

Initiative #2:

Purpose:

Goal:

Number of Participants:

Strategy:

Demonstration of Impact:

External Recognition:

Initiative #3:

Purpose:

Goal:

Number of Participants:

Strategy:

Demonstration of Impact:

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: Middle Childhood • University of Toledo