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# 2012
# Educator Preparation Performance Report
# Otterbein University

## Institution Description

**The mission of Otterbein University is to educate the whole person in a context that fosters the development of humane values. Otterbein University is a private, church-related, coeducational college that sponsors traditional and continuing education programs of liberal arts and professional education at Baccalaureate and Graduate levels. Our commitment is to the liberal arts as the broad base of all learning.**

(DATA SOURCE: **Otterbein University**)

## Licensure Test Scores for Individuals Completing Programs at Otterbein University

**Data Source: Educational Testing Service (ETS)**

**Description of Data:** Ohio requires that teacher candidates pass Praxis II® examinations by scoring at or above the state's established required score to be recommended for licensure and receive endorsements in specific fields. The reporting for Teacher Licensure Test Scores is based on Federal Title II data and therefore reflects only initial licensure for 2010-2011. Data are not provided for additional licenses that an educator earns after her/his initial license. Individual candidates often take more than one licensure examination; the number of completers reported reflects the unduplicated number of individuals taking examinations.

**Teacher Licensure Test Scores for Individuals Completing Educator Preparation Programs at Otterbein University in 2010-11**

| **Summary Rating:** Effective (>80%) | | |
|---|---|---|
| All Teacher Licensure Tests | **Completers Tested** | **Pass Rate Percentage** |
| | 85 | 91% |

**Principal Licensure Test Scores for Individuals Completing Principal Preparation Programs at Otterbein University in 2011-12**
**(Data Source: Otterbein University)**

**Description of Data:** Ohio requires that principal candidates pass the Praxis II® examination (0411) by scoring at or above the state's established required score to be recommended for licensure. The scores are self-reported by each institution for 2011-2012.

| **Principal Licensure Test** | **Completers Tested** | **Pass Rate Percentage** |
|---|---|---|
| | N/A | N/A% |

## Value-added Data for Individuals Completing Educator Preparation Programs at Otterbein University

**Description of Data:** Ohio's Value-added data system provides educators a more complete picture of student achievement. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-added Assessment System (EVAAS) system. From a state perspective, Value-added data provide insights into student performance. For example, schools that do not appear to be achieving at high levels as traditionally measured can demonstrate through Value-added data that many of their students are achieving significant progress. It is important to recognize these gains, as schools work to support students who have chronically struggled to perform. Student growth measures also provide students and parents with evidence of the impact of their efforts.

Ohio was among the first states to implement a statewide longitudinal data system capable of supporting Value-added analysis, which is currently utilized in the State's School Report Card accountability system. Value-added metrics are computed and reported for every district and school for which Value-added data are available. Subsequent changes to Ohio law removed legal barriers and authorized the formal linkage of the K-12 and higher education data systems, paving the way for a fully comprehensive data infrastructure. As a component of the Federal Race to the Top grant, the Ohio Board of Regents and both public and private

institutions of higher education in Ohio have led the development of educator quality metrics, which include linking student assessment data to the institutions and programs where those teachers and principals were prepared.

Limitations of the Value-added data:

1. Linking teachers and principals to the preparation institutions was initiated in 2008. The information in the report is for those individuals receiving their teacher or principal licenses with effective years of 2008, 2009, 2010, and 2011.
2. The Value-added data in this report are those reported by Ohio's Education Value-added Assessment System (EVAAS) based on reading and mathematics achievement tests in grades 4-8.
3. The data in this report reflect teacher level composite scores based on data for 2010-2011 and 2011-2012 and building level data associated with principals serving in public K-12 buildings with Value-added data for 2011-2012.
4. The data represent 68 percent of Ohio teachers of reading and mathematics in grades 4-8 serving in public or district-administered community schools and 100 percent of the principals with associated building level Value-added data.
5. The number of teachers and principals (N) with associated Value-added data remains small at this point. For institutions with fewer than 10 linked teachers or principals with Value-added data, only the N is reported.
6. Some of the SY2011-2012 demographic data are not yet final and should be considered preliminary until the Auditor of State has completed his investigation of the data. For further information, please go to http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1&ContentID=131230

### Value-Added Data for Otterbein University-Prepared Teachers

| Teachers with Effective Licensure Dates 2008, 2009, 2010, 2011 | | Associated Value-Added Classifications | | | | | |
|---|---|---|---|---|---|---|---|
| Employed as Teachers | Teachers with Value-Added Data | Above Expected | | Met Expected | | Below Expected | |
| 133 | 26 | N = 7 | 26.92% | N = 16 | 61.54% | N = 3 | 11.54% |

### Demographic Information for Schools Where Otterbein University-Prepared Teachers with Value-Added Data Serve

| Characteristic | | | | | |
|---|---|---|---|---|---|
| Teachers Serving by School Level | Elementary | Middle School | Junior High | High School | Ungraded |
| | N= 9<br>% = 34.62 | N= 15<br>% = 57.69 | N= 0<br>% = 0 | N= 2<br>% = 7.69 | N= 0<br>% = 0 |

| Teachers Serving by School Type | Community School | Public School |
|---|---|---|
| | N= 2<br>% = 7.69 | N= 24<br>% = 92.31 |

| Teachers Serving by School Rating | Academic Emergency | Academic Watch | Continuous Improvement | Effective | Excellent | Excellent with Distinction |
|---|---|---|---|---|---|---|
| | N= 1<br>% = 3.85 | N= 1<br>% = 3.85 | N= 2<br>% = 7.69 | N= 9<br>% = 34.62 | N= 9<br>% = 34.62 | N= 4<br>% = 15.38 |

| Teachers Serving by School Minority Enrollment by Quartiles | High Minority | Medium High Minority | Medium Low Minority | Low Minority |
|---|---|---|---|---|
| | N= 7<br>% = 26.92 | N= 10<br>% = 38.46 | N= 8<br>% = 30.77 | N= 1<br>% = 3.85 |

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| Teachers Serving by School Poverty Level by Quartiles | High Poverty | Medium High Poverty | Medium Low Poverty | Low Poverty |
|---|---|---|---|---|
| | N= 7<br>% = 26.92 | N= 5<br>% = 19.23 | N= 8<br>% = 30.77 | N= 6<br>% = 23.08 |

**Value-Added Data for Otterbein University-Prepared Principals**

| Principals with Effective Licensure Dates 2008, 2009, 2010, 2011 | | Associated Value-Added Classifications | | | | | |
|---|---|---|---|---|---|---|---|
| Employed as Principals | Principals with Value-Added Data | Above Expected | | Met Expected | | Below Expected | |
| N/A | N/A | N = N/A | N/A% | N = N/A | N/A% | N = N/A | N/A% |

**Demographic Information for Schools Where Otterbein University-Prepared Principals with Value-Added Data Serve**

| Characteristic | | | | | |
|---|---|---|---|---|---|
| Principals Serving by School Level | Elementary | Middle School | Junior High | High School | Ungraded |
| | N= N/A<br>% = N/A | N=N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A |

| Principals Serving by School Type | Community School | Public School |
|---|---|---|
| | N= N/A<br>% = N/A | N= N/A<br>% = N/A |

| Principals Serving by School Rating | Academic Emergency | Academic Watch | Continuous Improvement | Effective | Excellent | Excellent with Distinction |
|---|---|---|---|---|---|---|
| | N= N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A |

| Principals Serving by School Minority Enrollment by Quartiles | High Minority | Medium High Minority | Medium Low Minority | Low Minority |
|---|---|---|---|---|
| | N= N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A |

| Principals Serving by School Poverty Level by Quartiles | High Poverty | Medium High Poverty | Medium Low Poverty | Low Poverty |
|---|---|---|---|---|
| | N= N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A | N= N/A<br>% = N/A |

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## Otterbein University Candidate Academic Measures

**Data Source: Otterbein University**

**Description of Data:** Institutions of Higher Education (IHE) reported academic measures for students completing teacher and principal preparation programs at their institutions. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the IHE-reported data.

**Otterbein University Candidates Admitted to and Completing Teacher Preparation Programs**

| | 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 | N/A | N/A | N/A | N/A | N/A | N/A to N/A |
| SAT | N/A | N/A | N/A | N/A | N/A | N/A to N/A |
| Praxis I Reading | N/A | N/A | N/A | N/A | N/A | N/A to N/A |
| Praxis I Writing | 172 | 17 | 173.8 | N/A | N/A | N/A to N/A |
| Praxis I Math | 172 | 22 | 176.5 | N/A | N/A | N/A to N/A |
| GRE Verbal | 151 | N<10 | N/A | N/A | N/A | N/A to N/A |
| GRE Quantitative | 150 | N<10 | N/A | N/A | N/A | N/A to N/A |
| GRE Writing | N/A | N/A | N/A | N/A | N/A | N/A to N/A |
| MAT | N/A | N/A | N/A | N/A | N/A | N/A to N/A |
| High School GPA | N/A | N/A | N/A | N/A | N/A | N/A to N/A |
| Graduate GPA | 3 | N<10 | N/A | 10 | 3.89 | 3.69 to 4 |
| Transfer GPA | 2.5 | N<10 | N/A | N/A | N/A | N/A to N/A |
| Program Admission GPA | 2.5 | 93 | 3.46 | 85 | 3.69 | 2.95 to 4 |

**Otterbein University Candidates Admitted to and Completing Principal Preparation Programs**

| | Candidates Admitted 2012 | | | Candidates Completing 2012 | | |
|---|---|---|---|---|---|---|
| Criterion | Required Scores | Number of Admissions | Average Score of All Admissions | Number of Program Completers | Average Score All Program Completers | Score Range All Completers |
| GRE Verbal | N/A | N<10 | N/A | N/A | N/A | N/A-N/A |
| GRE Quantitative | N/A | N/A | N/A | N/A | N/A | N/A-N/A |
| GRE Writing | N/A | N/A | N/A | N/A | N/A | N/A-N/A |
| MAT | N/A | N/A | N/A | N/A | N/A | N/A-N/A |
| Undergraduate GPA | N/A | N/A | N/A | N/A | N/A | N/A-N/A |
| Graduate GPA | N/A | N/A | N/A | N/A | N/A | N/A-N/A |
| Transfer GPA | N/A | N/A | N/A | N/A | N/A | N/A-N/A |

| Other Criteria | |
|---|---|
| Candidate Interview | N/A |
| Candidate Essay | N/A |
| Candidate Dispositions Assessment | N/A |
| Candidate Letter | N/A |
| Superintendent Support | N/A |
| Other | N/A |

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## Field and Clinical Experiences for Otterbein University Candidates
### Teacher Preparation Programs

**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 calculated based on data reported at the institution level.

**Otterbein University Teacher Preparation Programs**

| Field / Clinical Experience Element | Otterbein University Requirements |
|---|---|
| Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution | 535 |
| Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution | 705 |
| Average number of weeks required in the student teaching experience at the institution | 12 |
| Average number of weeks required to teach full-time within the student teaching experience at the institution | 4 |
| Percentage of teacher candidates who satisfactorily completed student teaching in 2012. | 96.7 |

**Otterbein University Principal Preparation Program**

| Field / Clinical Experience Element | Otterbein University Requirement |
|---|---|
| Total number of field/clinical weeks required of principal candidates in internship | N/A |
| Average number of field/clinical hours required of principal candidates in internship | N/A |
| Number of candidates admitted to internship in 2012 | N/A |
| Number of candidates completing internship in 2012 | N/A |
| Percentage of principal candidates who satisfactorily completed internship in 2012. | N/A |

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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. A total of 1,917 respondents completed the survey statewide for a response rate of 76 percent.

**Otterbein University Survey Response Rate = 83%**
**Total Survey Responses = 40**

| | Question | Institution Average<br>1=Strongly Disagree<br>2=Disagree<br>3=Agree<br>4=Strongly Agree | State Average (Mean)<br>1=Strongly Disagree<br>2=Disagree<br>3=Agree<br>4=Strongly Agree |
|---|---|---|---|
| 1 | My teacher preparation program prepared me with knowledge of research on how students learn. | 3.65 | 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. | 3.33 | 3.331 |
| 3 | My teacher preparation program prepared me with high levels of knowledge and the academic content I plan to teach. | 3.53 | 3.370 |
| 4 | My teacher preparation program prepared me to identify instructional strategies appropriate to my content area. | 3.6 | 3.435 |
| 5 | My teacher preparation program prepared me to understand the importance of linking interdisciplinary experiences. | 3.58 | 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. | 3.48 | 3.483 |
| 7 | My teacher preparation program prepared me to use assessment data to inform instruction. | 3.6 | 3.425 |
| 8 | My teacher preparation program prepared me to clearly communicate learning goals to students. | 3.53 | 3.447 |
| 9 | My teacher preparation program prepared me to apply knowledge of how students learn, to inform instruction. | 3.68 | 3.512 |
| 10 | My teacher preparation program prepared me to differentiate instruction to support the learning needs of all students. | 3.45 | 3.413 |
| 11 | My teacher preparation program prepared me to identify strategies to increase student motivation. | 3.55 | 3.355 |
| 12 | My teacher preparation program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class. | 3.55 | 3.504 |
| 13 | My teacher preparation program prepared me to use strategies for effective classroom management. | 3.48 | 3.330 |

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| | Question | Institution Average<br>1=Strongly Disagree<br>2=Disagree<br>3=Agree<br>4=Strongly Agree | State Average (Mean)<br>1=Strongly Disagree<br>2=Disagree<br>3=Agree<br>4=Strongly Agree |
|---|---|---|---|
| 14 | My teacher preparation program prepared me to communicate clearly and effectively. | 3.58 | 3.495 |
| 15 | My teacher preparation program prepared me to understand the importance of communication with families and caregivers. | 3.43 | 3.435 |
| 16 | My teacher preparation program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | 3.58 | 3.581 |
| 17 | My teacher preparation program prepared me to use a variety of diagnostic, formative, and summative assessments. | 3.65 | 3.421 |
| 18 | My teacher preparation program prepared me to communicate high expectations to all students. | 3.65 | 3.571 |
| 19 | My teacher preparation program prepared me to understand students from diverse cultures, language skills, and experiences. | 3.38 | 3.405 |
| 20 | My teacher preparation program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring. | 3.63 | 3.633 |
| 21 | Prepared me to use technology to enhance teaching and student learning. | 3.38 | 3.303 |
| 22 | My teacher preparation program prepared me to collaborate with colleagues and members of the community when and where appropriate. | 3.5 | 3.415 |
| 23 | My teacher preparation program collected evidence of my performance on multiple measures to monitor my progress. | 3.5 | 3.421 |
| 24 | My teacher preparation program provided knowledge of the Ohio Licensure Program standards for my discipline. | 3.2 | 3.137 |
| 25 | Provided knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards. | 3.15 | 3.001 |
| 26 | My teacher preparation program provided me with knowledge of the requirements for the Resident Educator License. | 2.95 | 2.891 |
| 27 | My teacher preparation program provided me with knowledge of the Ohio Standards for the Teaching Profession. | 3.25 | 3.214 |
| 28 | My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development. | 3.13 | 3.105 |
| 29 | My teacher preparation program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards. | 3.3 | 3.356 |

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| | Question | Institution Average<br>1=Strongly Disagree<br>2=Disagree<br>3=Agree<br>4=Strongly Agree | State Average (Mean)<br>1=Strongly Disagree<br>2=Disagree<br>3=Agree<br>4=Strongly Agree |
|---|---|---|---|
| 30 | My teacher preparation program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education. | 3 | 2.951 |
| 31 | My teacher preparation program provided integrated field experiences that supported my development as an effective educator focused on student learning. | 3.58 | 3.506 |
| 32 | My teacher preparation program provided field experiences in a variety of settings (urban, suburban, and rural). | 3.48 | 3.314 |
| 33 | My teacher preparation program provided student teaching experience(s) that supported my development as an effective educator focused on student learning. | 3.6 | 3.563 |
| 34 | Provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media). | 3.55 | 3.563 |
| 35 | Provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media). | 3.63 | 3.545 |
| 36 | Provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students). | 3.55 | 3.427 |
| 37 | Provided opportunities to understand students' diverse cultures, languages, and experiences. | 3.48 | 3.396 |
| 38 | My teacher preparation program provided opportunities to work with diverse teachers. | 3.35 | 3.278 |
| 39 | My teacher preparation program provided opportunities to interact with diverse faculty. | 3.43 | 3.290 |
| 40 | My teacher preparation program provided opportunities to work and study with diverse peers. | 3.43 | 3.327 |
| 41 | Faculty in my teacher licensure program demonstrated in-depth knowledge of their field. | 3.55 | 3.552 |
| 42 | Faculty in my teacher licensure program used effective teaching methods that helped promote learning. | 3.58 | 3.461 |
| 43 | Faculty modeled respect for diverse populations. | 3.63 | 3.536 |
| 44 | Faculty integrated diversity-related subject matter within coursework. | 3.53 | 3.446 |
| 45 | Faculty used technology to facilitate teaching and learning. | 3.53 | 3.410 |
| 46 | Faculty in my teacher licensure program conducted themselves in a professional manner. | 3.63 | 3.600 |
| 47 | Provided clearly articulated policies published to facilitate progression to program completion. | 3.45 | 3.303 |

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| | Question | Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree | State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree |
|---|---|---|---|
| 48 | Provided opportunities to voice concerns about the program. | 3.38 | 3.157 |
| 49 | Provided advising to facilitate progression to program completion. | 3.4 | 3.304 |

## National Accreditation

**Description of Data:** all colleges or departments of education in Ohio are required to be accredited by either the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council, TEAC. Accreditation is a mechanism to ensure the quality of an institution and its programs. The accreditation of an institution and/or program helps employers evaluate the credential of job applicants.

| | |
|---|---|
| **Accrediting Agency** | NCATE |
| **Date of Last Review** | Spring 2009 |
| **Accreditation Status** | Accredited |

## Otterbein University Educator Preparation Programs Offered

**Description of Data:** Institutions of higher education offer specific programs which prepare candidates for licensure in Ohio. Educator licensure programs in Ohio must include all of the components required by Ohio law for the program to be approved by the Ohio Board of Regents.

### Links to Otterbein University Program-Specific 2012 Performance Reports

http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Early_Childhood.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/EC_Intervention_Spec.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Health.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Integrated_Language_Arts.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Integrated_Mathematics.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Integrated_Social_Studies.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Middle_Childhood.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Foreign_Language.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Music.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Physical_Education.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Science.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Otterbein/Visual_Arts.pdf

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## TEACHER RESIDENCY PROGRAM

**Percent of Newly Hired Teachers Completing the State Residency Program**
**Who Were Prepared at Otterbein University**
**Data Source: Ohio Department of Education**

**Description of Data:** The Resident Educator Program in Ohio has evolved from a strong Entry Year program to a broad system of support that encompasses a robust four-year teacher development system designed to improve teacher retention and increase student learning. Data are reported for those entering the Resident Educator Program in SY2011-2012, the first year of full implementation, and those completing the first year. Non-completion does not imply dismissal, but rather may be due to multiple factors.

**Academic Year 2011-12**

| Residency Year 1 | | | Residency Year 2 | | | Residency Year 3 | | | Residency Year 4 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Entering | Completing | | Entering | Completing | | Entering | Completing | | Entering | Completing | |
| 47 | 46 | 97.87% | | | | | | | | | |