Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

2012
Educator Preparation Performance Report
University of Cincinnati

Institution Description

The University of Cincinnati is a large, urban, research-intensive university. Programs are committed to urban placements for candidates. . Most candidates are undergraduates, with fewer post- bacc students and Woodrow Wilson fellows. We are engaged in a CAEP Transformation Initiative that engages faculty members in vertically aligning experiences related to racial identity and culturally responsive teaching and designing, and evaluating the impact p-12 student learning of recommendations of the national Blue Ribbon Panel on Field and Clinical Experiences.

(DATA SOURCE: **University of Cincinnati**)

Licensure Test Scores for Individuals Completing Programs at University of Cincinnati

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 University of Cincinnati in 2010-11

Summary Rating: Effective (>80%)		
All Teacher Licensure Tests	Completers Tested	Pass Rate Percentage
	226	95%

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

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
	55	100%

Value-added Data for Individuals Completing Educator Preparation Programs at University of Cincinnati

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 University of Cincinnati-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	
258	42	N = 9	21.43%	N = 26	61.9%	N = 7	16.67%

Demographic Information for Schools Where University of Cincinnati-Prepared Teachers with Value-Added Data Serve

Characteristic					
Teachers Serving by School Level	Elementary	Middle School	Junior High	High School	Ungraded
	N= 26 % = 61.9	N= 11 % = 26.19	N= 1 % = 2.38	N= 4 % = 9.52	N= 0 % = 0

Teachers Serving by School Type	Community School	Public School
	N= 2 % = 4.76	N= 40 % = 95.24

Teachers Serving by School Rating	Academic Emergency	Academic Watch	Continuous Improvement	Effective	Excellent	Excellent with Distinction
	N= 1 % = 2.38	N= 5 % = 11.9	N= 9 % = 21.43	N= 8 % = 19.05	N= 13 % = 30.95	N= 6 % = 14.29

Teachers Serving by School Minority Enrollment	High Minority	Medium High Minority	Medium Low Minority	Low Minority
	N= 18 % = 42.86	N= 15 % = 35.71	N= 7 % = 16.67	N= 2 % = 4.76

by Quartiles				
Teachers Serving by School Poverty Level by Quartiles	High Poverty	Medium High Poverty	Medium Low Poverty	Low Poverty
	N= 14 % = 33.33	N= 15 % = 35.71	N= 6 % = 14.29	N= 7 % = 16.67

Value-Added Data for University of Cincinnati-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	
25	17	N = 2	11.76 %	N = 9	52.94 %	N = 6	35.29%

Demographic Information for Schools Where University of Cincinnati-Prepared Principals with Value-Added Data Serve

Characteristic					
Principals Serving by School Level	Elementary	Middle School	Junior High	High School	Ungraded
	N= 6 % = 35.29	N=6 % = 35.29	N= 2 % = 11.76	N= 3 % = 17.65	N= 0 % = 0
Principals Serving by School Type	Community School		Public School		
	N= 2 % = 11.76		N= 15 % = 88.24		
Principals Serving by School Rating	Academic Emergency	Academic Watch	Continuous Improvement	Effective	Excellent	Excellent with Distinction
	N= 0 % = 0	N= 2 % = 11.76	N= 2 % = 11.76	N= 6 % = 35.29	N= 6 % = 35.29	N= 1 % = 5.88
Principals Serving by School Minority Enrollment by Quartiles	High Minority	Medium High Minority	Medium Low Minority	Low Minority		
	N= 3 % = 17.65	N= 3 % = 17.65	N= 7 % = 41.18	N= 4 % = 23.53		
Principals Serving by School Poverty Level by Quartiles	High Poverty	Medium High Poverty	Medium Low Poverty	Low Poverty		
	N= 3 % = 17.65	N= 6 % = 35.29	N= 5 % = 29.41	N= 3 % = 17.65		

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University of Cincinnati Candidate Academic Measures

Data Source: University of Cincinnati

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.

University of Cincinnati 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	22	196	23.4	200	23.2	13 to 33
SAT	1000	75	1083.7	125	1062	790 to 1600
Praxis I Reading	173	81	177	105	177.3	173 to 185
Praxis I Writing	172	81	175	105	174.9	172 to 183
Praxis I Math	172	81	178	105	177.9	172 to 188
GRE Verbal	N/A	N/A	N/A	N/A	N/A	N/A to N/A
GRE Quantitative	N/A	N/A	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	2.8	65	3.3	134	3.51	2.83 to 4
Graduate GPA	2.8	N<10	3.53	14	3.84	3.23 to 4
Transfer GPA	2.8	166	3.33	97	3.59	2.95 to 4
Program Admission GPA	2.8	236	3.33	245	3.56	2.83 to 4

University of Cincinnati 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/A	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	3	52	N/A	95	3.88	3.12-4
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	Y
Candidate Essay	N
Candidate Dispositions Assessment	N
Candidate Letter	Y
Superintendent Support	N
Other	Have a teaching certificate/license☐Three years experience☐Two Letters of Recommendation☐BCI/FBI Clearance

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Field and Clinical Experiences for University of Cincinnati 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.

University of Cincinnati Teacher Preparation Programs

Field / Clinical Experience Element	University of Cincinnati Requirements
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	120
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	400
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.	99

University of Cincinnati Principal Preparation Program

Field / Clinical Experience Element	University of Cincinnati Requirement
Total number of field/clinical weeks required of principal candidates in internship	30
Average number of field/clinical hours required of principal candidates in internship	8
Number of candidates admitted to internship in 2012	114
Number of candidates completing internship in 2012	109
Percentage of principal candidates who satisfactorily completed internship in 2012.	95.61

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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.

University of Cincinnati Survey Response Rate = 66%
Total Survey Responses = 65

	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
1	My teacher preparation program prepared me with knowledge of research on how students learn.	3.26	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.	3.06	3.331
3	My teacher preparation program prepared me with high levels of knowledge and the academic content I plan to teach.	3.31	3.370
4	My teacher preparation program prepared me to identify instructional strategies appropriate to my content area.	3.25	3.435
5	My teacher preparation program prepared me to understand the importance of linking interdisciplinary experiences.	3.18	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.	3.43	3.483
7	My teacher preparation program prepared me to use assessment data to inform instruction.	3.29	3.425
8	My teacher preparation program prepared me to clearly communicate learning goals to students.	3.45	3.447
9	My teacher preparation program prepared me to apply knowledge of how students learn, to inform instruction.	3.4	3.512
10	My teacher preparation program prepared me to differentiate instruction to support the learning needs of all students.	3.15	3.413
11	My teacher preparation program prepared me to identify strategies to increase student motivation.	3.09	3.355
12	My teacher preparation program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.37	3.504
13	My teacher preparation program prepared me to use strategies for effective classroom management.	3.14	3.330

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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
14	My teacher preparation program prepared me to communicate clearly and effectively.	3.32	3.495
15	My teacher preparation program prepared me to understand the importance of communication with families and caregivers.	3.12	3.435
16	My teacher preparation program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.4	3.581
17	My teacher preparation program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.18	3.421
18	My teacher preparation program prepared me to communicate high expectations to all students.	3.45	3.571
19	My teacher preparation program prepared me to understand students from diverse cultures, language skills, and experiences.	3.32	3.405
20	My teacher preparation program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.46	3.633
21	Prepared me to use technology to enhance teaching and student learning.	3.12	3.303
22	My teacher preparation program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.29	3.415
23	My teacher preparation program collected evidence of my performance on multiple measures to monitor my progress.	3.25	3.421
24	My teacher preparation program provided knowledge of the Ohio Licensure Program standards for my discipline.	3	3.137
25	Provided knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	2.82	3.001
26	My teacher preparation program provided me with knowledge of the requirements for the Resident Educator License.	2.78	2.891
27	My teacher preparation program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.2	3.214
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.95	3.105
29	My teacher preparation program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.12	3.356

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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
30	My teacher preparation program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.65	2.951
31	My teacher preparation program provided integrated field experiences that supported my development as an effective educator focused on student learning.	3.37	3.506
32	My teacher preparation program provided field experiences in a variety of settings (urban, suburban, and rural).	3.25	3.314
33	My teacher preparation program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.42	3.563
34	Provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.46	3.563
35	Provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.31	3.545
36	Provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.23	3.427
37	Provided opportunities to understand students' diverse cultures, languages, and experiences.	3.32	3.396
38	My teacher preparation program provided opportunities to work with diverse teachers.	3.23	3.278
39	My teacher preparation program provided opportunities to interact with diverse faculty.	3.18	3.290
40	My teacher preparation program provided opportunities to work and study with diverse peers.	3.17	3.327
41	Faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.54	3.552
42	Faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.26	3.461
43	Faculty modeled respect for diverse populations.	3.49	3.536
44	Faculty integrated diversity-related subject matter within coursework.	3.35	3.446
45	Faculty used technology to facilitate teaching and learning.	3.35	3.410
46	Faculty in my teacher licensure program conducted themselves in a professional manner.	3.57	3.600
47	Provided clearly articulated policies published to facilitate progression to program completion.	3.15	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.	3.09	3.157
49	Provided advising to facilitate progression to program completion.	3.14	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	Fall 2004
Accreditation Status	Accredited

University of Cincinnati 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 University of Cincinnati Program-Specific 2012 Performance Reports

http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/Early_Childhood.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/Integrated_Language_Arts.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/Integrated_Mathematics.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/Integrated_Social_Studies.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/Middle_Childhood.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/MildMod_Needs.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/ModIntens_Needs.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/Foreign_Language.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/Music.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/Science.pdf
http://regents.ohio.gov/educator-accountability/performance-report/2012/Cincinnati/Visual_Arts.pdf

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TEACHER RESIDENCY PROGRAM

Percent of Newly Hired Teachers Completing the State Residency Program
Who Were Prepared at University of Cincinnati
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	
102	98	96.08%									