2013
Educator Preparation Performance Report
Bowling Green State University

Institution Profile

(Data Source: Bowling Green State University)

Bowling Green State University provides experiences that enhance lives. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. U.S. News and World Report names BGSU as one of the top public universities nationwide with a strong commitment to first-year programs that lead to success. Within our transformative learning community, we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world.

College of Education and Human Development

The College of Education and Human Development at Bowling Green State University has a long history in training educators and is proud to be the largest producer of teacher education graduates in the state of Ohio. The College is an academic leader for the interdisciplinary study of teaching and learning, including early childhood, middle childhood, adolescent/young adult, intervention specialist, music and art education. Its mission focuses on the education of professionals who will positively impact the development of individuals, families, communities and schools.

Licensure Test Scores for Individuals Completing Educator Preparation Programs at Bowling Green State University

Reporting period for 9/1/2011 through 8/31/2012

(Data Source: Bowling Green State University)

Description of Data:

For the period reflected on this report, Ohio required 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 2011-2012. 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 licensure program completers reported reflects the unduplicated number of individuals taking examinations. For institutions with fewer than 10 linked teachers or principals, only the N is reported.

Summary Rating: Effective

	Completers Tested	Pass Rate Percentage
All Teacher Licensure Tests	462	95%

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Licensure Test Scores for Individuals Completing Principal Preparation Programs
at
Bowling Green State University

Reporting period for 9/1/2012 through 8/31/2013
(Data Source: Bowling Green State University)

Description of Data:

For the period reflected on this report, Ohio required 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 2012-2013.

	Completers Tested	Pass Rate Percentage
Principal Licensure Data	1	100%

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Value-Added Data for Individuals Completing Educator Preparation Programs at Bowling Green State University

Reporting period for 9/1/2012 through 8/31/2013

Description of Data:

Ohio's value-added data system provides educators a more complete picture of student growth. 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). 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.

Limitations of the Value-Added Data:
1. The information in the report is for those individuals receiving their licenses with effective years of, 2009, 2010, 2011, and 2012.
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 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.

Value-Added Data for Bowling Green State University-Prepared Teachers

Teachers with Effective Licensure Dates 2009, 2010, 2011, 2012		Associated Value-Added Classifications				
Employed as Teachers	**Teachers with Value-Added Data**	**Most Effective**	**Above Average**	**Average**	**Approaching Average**	**Least Effective**
380	77	N = 11 % = 14	N = 14 % = 18	N = 25 % = 32	N = 16 % = 21	N = 11 % = 14

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Demographic Information for Schools where Bowling Green State University-Prepared Teachers with Value-Added Data Serve

Characteristic					
	Elementary School	**Middle School**	**Junior High School**	**High School**	**Ungraded**
Teachers Serving by School Level	N = 42 % = 55	N = 20 % = 26	N = 7 % = 9	N = 7 % = 9	N = 1 % = 1

	Community School	**Public School**	**STEM School**	**Educational Service Center**
Teachers Serving by School Type	N = 15 % = 20	N = 61 % = 80	N = 0 % = 0	N = 1 % = 1

	A	**B**	**C**	**D**	**F**	**NR**
Teachers Serving by Overall Letter Grade of Building Value-Added	N = 32 % = 42	N = 5 % = 7	N = 14 % = 18	N = 3 % = 4	N = 22 % = 29	N = 0 % = 0

	High Minority	**Middle Minority**	**Low Minority**
Teachers Serving by Minority Enrollment by Tertiles	N = 18 % = 23	N = 42 % = 55	N = 17 % = 22

	High Poverty	**Medium-High Poverty**	**Medium-Low Poverty**	**Low Poverty**
Teachers Serving by Poverty Level by Quartiles	N = 17 % = 22	N = 19 % = 25	N = 20 % = 26	N = 20 % = 26

*** Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.**

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Value-Added Data for Bowling Green State University-Prepared Principals

Principals with Effective Licensure Dates 2009, 2010, 2011, 2012		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	**Principals with Value-Added Data**	**A**	**B**	**C**	**D**	**F**	**NR**
20	20	N = 7 % = 35	N = 0 % = 0	N = 5 % = 25	N = 2 % = 10	N = 1 % = 5	N = 5 % = 25

Demographic Information for Schools where Bowling Green State University-Prepared Principals with Value-Added Data Serve

Characteristic

	Elementary School	Middle School	Junior High School	High School	Ungraded
Principals Serving by School Level	N = 13 % = 65	N = 2 % = 10	N = 1 % = 5	N = 4 % = 20	N = 0 % = 0

	Community School	Public School	STEM School	Educational Service Center
Principals Serving by School Type	N = 2 % = 10	N = 18 % = 90	N = 0 % = 0	N = 0 % = 0

	A	B	C	D	F	NR
Principals Serving by Overall Letter Grade of School	NOT AVAILABLE UNTIL 2015					

	High Minority	Middle Minority	Low Minority
Principals Serving by School Minority Enrollment by Tertiles	N = 6 % = 30	N = 12 % = 60	N = 2 % = 10

	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
Principals Serving by School Poverty Level by Quartiles	N = 5 % = 25	N = 6 % = 30	N = 5 % = 25	N = 4 % = 20

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Bowling Green State University Candidate Academic Measures

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Bowling Green State University)

Description of Data:

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. 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 EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

Teacher Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	**Required Score**	**Number of Admissions**	**Average Score of All Admissions**	**Number Enrolled**	**Average Score of All Enrollments**	**Number of Program Completers**	**Average Score All Program Completers**
U=Undergraduate PB=Post-Baccalaureate G=Graduate							
	U/PB/G	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**
High School GPA	2.5 / 2.5 / NA	328 / 33 / NA	3.39 / 3.41 / NA	1840 / 63 / NA	3.37 / 3.2 / NA	427 / 13 / NA	3.41 / 3.15 / NA
Graduate GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Verbal Subscore	NA / 130 / NA	NA / 33 / NA	NA / 142.6 / NA	NA / 63 / NA	NA / 142.6 / NA	NA / 12 / NA	NA / 140 / NA
SAT Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis II	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Transfer GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis I Reading	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis I Math	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Undergraduate GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Quantitative Subscore	NA / 132 / NA	NA / 33 / NA	NA / 137.7 / NA	NA / 63 / NA	NA / 142 / NA	NA / 12 / NA	NA / 136.1 / NA

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	**Required Score**	**Number of Admissions**	**Average Score of All Admissions**	**Number Enrolled**	**Average Score of All Enrollments**	**Number of Program Completers**	**Average Score All Program Completers**
U=Undergraduate PB=Post-Baccalaureate G=Graduate							
	U/PB/G	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**	**U/PB/G**
Praxis I Writing	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
MAT	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Writing Subscore	NA / 1 / NA	NA / 33 / NA	NA / 2.9 / NA	NA / 63 / NA	NA / 3.1 / NA	NA / 12 / NA	NA / 3.2 / NA
ACT Math Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Reading Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Verbal Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT English Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Quantitative Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA

Other Criteria	**Undergraduate**	**Post-Baccalaureate**	**Graduate**
Dispositional Assessment	N	N	N
EMPATHY/Omaha Interview	N	N	N
Essay	N	N	N
High School Class Rank	N	NA	NA
Interview	N	N	N
Letter of Commitment	N	N	N
Letter of Recommendation	N	N	N
Myers-Briggs Type Indicator	NA	N	N
Portfolio	N	N	N
Prerequisite Courses	N	N	N
SRI Teacher Perceiver	NA	NA	N
Superintendent Statement of Sponsorship	NA	NA	N

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Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Teacher Insight	NA	N	N

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Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	**Required Score**	**Number of Admissions**	**Average Score of All Admissions**	**Number Enrolled**	**Average Score of All Enrollments**	**Number of Program Completers**	**Average Score All Program Completers**
GRE Verbal Subscore	143	13	145	67	147.9	27	148
GRE Quantitative Subscore	142	13	144	67	142.8	27	143.1
Graduate GPA	NA	NA	NA	NA	NA	NA	NA
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
High School GPA	NA	NA	NA	NA	NA	NA	NA
SAT Composite Score	NA	NA	NA	NA	NA	NA	NA
Praxis II	NA	NA	NA	NA	NA	NA	NA
Praxis I Reading	NA	NA	NA	NA	NA	NA	NA
Praxis I Math	NA	NA	NA	NA	NA	NA	NA
Undergraduate GPA	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	NA	NA	NA	NA	NA	NA	NA
GRE Composite Score	NA	NA	NA	NA	NA	NA	NA
MAT	NA	NA	NA	NA	NA	NA	NA
GRE Writing Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Math Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Reading Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	NA	NA	NA	NA	NA	NA	NA

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	**Required Score**	**Number of Admissions**	**Average Score of All Admissions**	**Number Enrolled**	**Average Score of All Enrollments**	**Number of Program Completers**	**Average Score All Program Completers**
ACT English Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Writing Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA

Other Criteria

Portfolio	N
Interview	N
Letter of Recommendation	N
Essay	N
Prerequisite Courses	N
Dispositional Assessment	N
Letter of Commitment	N
Superintendent Statement of Sponsorship	N
Myers-Briggs Type Indicator	N
SRI Teacher Perceiver	N
Teacher Insight	N
EMPATHY/Omaha Interview	N

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Field and Clinical Experiences for Bowling Green State University Candidates

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Bowling Green State University)

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 beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported at the unit level.

Teacher Preparation Programs

Field/Clinical Experience Element	Bowling Green State University Requirements
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	0
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	368
Average number of weeks required to teach full-time within the student teaching experience at the institution	14
Percentage of teacher candidates who satisfactorily completed student teaching	98.66%

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	32
Number of candidates admitted to internship	41
Number of candidates completing internship	41
Percentage of principal candidates who satisfactorily completed internship	100%

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Teacher Pre-Service Survey Results

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation 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 and collected the data for the Reporting period for 9/1/2012 through 8/31/2013. A total of 3570 respondents completed the survey statewide for a response rate of 81 percent.

Bowling Green State University Survey Response Rate = 100%

Total Survey Responses = 387

No.	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 licensure program prepared me with knowledge of research on how students learn.	3.48	3.49
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.34	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.46	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.54	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.40	3.40
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.56	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.52	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.49	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.55	3.52
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.41	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.35	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively,	3.53	3.51

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No.	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
	and/or a whole class.		
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.37	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.54	3.50
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.50	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.63	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.54	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.64	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.38	3.41
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.64	3.63
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.48	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.47	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.45	3.43
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.17	3.15
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.06	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.88	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.28	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.18	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core	3.49	3.43

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No.	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
	State Standards.		
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.91	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.55	3.54
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.32	3.30
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.61	3.59
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.62	3.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.61	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.42	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.38	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.21	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.26	3.26
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.33	3.30
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.62	3.57
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.52	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.55	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.44	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.52	3.42
46	Overall, the faculty in my teacher licensure program conducted	3.64	3.60

No.	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
	themselves in a professional manner.		
47	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.42	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.25	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.41	3.33

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Statewide Survey of OHIO Resident Educators' Reflections on their Educator Preparation Program

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation 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 Resident Educators 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 Resident Educator experiences and collected the data for the Reporting period for 9/1/2012 through 8/31/2013

No.	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 licensure program prepared me with knowledge of research on how students learn.	3.54	3.40
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.21	3.21
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.42	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.46	3.38
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.13	3.28
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.38	3.24
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.38	3.24
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.38	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.38	3.24
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.38	3.24
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.29	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.38	3.36
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.42	3.27
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.50	3.40

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No.	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
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.38	3.39
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.54	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.29	3.29
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.21	3.28
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.63	3.55
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.54	3.23
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.50	3.36
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.50	3.31
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	2.79	2.97
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	2.58	2.40
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.58	2.40
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.04	3.07
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.92	2.93
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.21	2.98
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.75	2.61
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.54	3.58
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.08	3.31
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective	3.54	3.58

No.	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
	educator focused on student learning.		
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.46	3.53
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.38	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.13	3.29
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.13	3.27
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.00	3.17
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.08	3.16
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.21	3.24
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.42	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.42	3.37
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.42	3.47
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.33	3.31
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.46	3.25
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.50	3.56
46	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.38	3.30
47	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.21	3.12
48	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.33	3.29
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.29	3.17

2013
Educator Preparation Performance Report
Bowling Green State University

National Accreditation

(Data Source: Ohio Board of Regents)

Description of Data:

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. 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 EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

Accrediting Agency	NCATE
Date of Last Review	October 2008
Accreditation Status	Accredited

2013
Educator Preparation Performance Report
Bowling Green State University

Teacher Residency Program

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Ohio Department of Education)

Description of Data:

The Resident Educator Program in Ohio is 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 and SY2012-2013. Non-completion does not imply dismissal, but rather may be due to multiple factors.

Percent of Newly Hired Teachers Completing the State Residency Program

who were Prepared at Bowling Green State University

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Entering	Completing	
339	334	99%	204	202	99%						

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Excellence and Innovation Initiatives at Bowling Green State University

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Bowling Green State University)

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.

Teacher Licensure Programs

Initiative:	
Purpose:	
Goal:	
Number of Participants:	
Strategy:	
Demonstration of Impact:	
External Recognition:	
Programs:	
[redacted]	

Principal Licensure Programs

Initiative:	
Purpose:	
Goal:	
Number of Participants:	
Strategy:	
Demonstration of Impact:	
External Recognition:	
Programs:	