

2013 Educator Preparation Performance Report University of Findlay

Institution Profile

(Data Source: University of Findlay)

Findlay College was founded in 1882 by the Churches of God, General Conference and the citizens of Findlay. UF strives to preserve and honor the Judeo-Christian values of its founders. It became The University of Findlay (UF) on July 1, 1989. UF is known for its innovative programs in pre-vet, environmental and equestrian studies. It also has a reputation for its health professions programs such as pre-med, physical therapy, pharmacy and physician assistant. The University of Findlay is best known for experimental programs in each of the colleges and initiated by the College of Education.

University of Findlay College of Education

The College of Education is one of six colleges at The University of Findlay. The college offers initial licensure in Early Childhood, Intervention Specialist, AYA Science, AYA Life Science, AYA Language Arts, AYA Social Studies, AYA Math, Multi-Age (MA) Health and PE, MA Japanese, MA Spanish, MA Drama and MA Visual Art. Advanced programs are offered for principal and superintendent licensure. The COE offers a Master of Arts in Education as well as an EdD program.

Licensure Test Scores for Individuals Completing Educator Preparation Programs at University of Findlay

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

(Data Source: University of Findlay)

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	89	93%

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Licensure Test Scores for Individuals Completing Principal Preparation Programs
at
University of Findlay

Reporting period for 9/1/2012 through 8/31/2013
(Data Source: University of Findlay)

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	25	96%

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Value-Added Data for Individuals Completing Educator Preparation Programs at
University of Findlay
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 University of Findlay-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
116	18	N = 2 % = 11	N = 4 % = 22	N = 4 % = 22	N = 6 % = 33	N = 2 % = 11

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Demographic Information for Schools where University of Findlay-Prepared Teachers with Value-Added Data Serve

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
Teachers Serving by School Level	N = 13 % = 72	N = 5 % = 28	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	
	Community School	Public School	STEM School	Educational Service Center		
Teachers Serving by School Type	N = 3 % = 17	N = 15 % = 83	N = 0 % = 0	N = 0 % = 0		
	A	B	C	D	F	NR
Teachers Serving by Overall Letter Grade of Building Value-Added	N = 7 % = 39	N = 2 % = 11	N = 5 % = 28	N = 0 % = 0	N = 4 % = 22	N = 0 % = 0
	High Minority		Middle Minority		Low Minority	
Teachers Serving by Minority Enrollment by Tertiles	N = 5 % = 28		N = 9 % = 50		N = 4 % = 22	
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
Teachers Serving by Poverty Level by Quartiles	N = 5 % = 28	N = 4 % = 22	N = 7 % = 39	N = 2 % = 11		

* 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 University of Findlay-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
14	13	N = 4 % = 31	N = 0 % = 0	N = 2 % = 15	N = 0 % = 0	N = 2 % = 15	N = 5 % = 38

Demographic Information for Schools where University of Findlay-Prepared Principals with Value-Added Data Serve

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
Principals Serving by School Level	N = 10 % = 77	N = 0 % = 0	N = 1 % = 8	N = 2 % = 15	N = 0 % = 0	
	Community School	Public School	STEM School	Educational Service Center		
Principals Serving by School Type	N = 0 % = 0	N = 13 % = 100	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 = 0 % = 0	N = 10 % = 77	N = 3 % = 23			
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
Principals Serving by School Poverty Level by Quartiles	N = 0 % = 0	N = 6 % = 46	N = 7 % = 54	N = 0 % = 0		

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University of Findlay Candidate Academic Measures

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

(Data Source: University of Findlay)

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

Criterion	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		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
Undergraduate GPA	2.75 / 2.75 / NA	40 / 42 / NA	3.46 / 3.49 / NA	166 / 164 / NA	3.49 / 3.63 / NA	50 / 45 / NA	3.62 / 3.88 / NA
Graduate GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
High School GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / 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
ACT English 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
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 II	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
Transfer GPA	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

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Criterion	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		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
ACT Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / 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
SAT Verbal Subscore	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 / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Verbal Subscore	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
SAT Writing Subscore	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 / 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
Praxis I Writing	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		Y		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
Graduate GPA	3	N<10	N<10	34	3.75	13	3.62
Undergraduate GPA	2.75	18	3.36	39	3.38	N<10	N<10
High School GPA	NA	NA	NA	NA	NA	NA	NA
SAT Composite Score	NA	NA	NA	NA	NA	NA	NA
ACT English Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Reading Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Reading	NA	NA	NA	NA	NA	NA	NA
Praxis II	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
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
ACT Math Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Writing Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Math	NA	NA	NA	NA	NA	NA	NA
SAT Writing 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
GRE Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	NA	NA	NA	NA	NA	NA	NA
Other Criteria							
Portfolio				N			
Interview				N			
Letter of Recommendation				Y			
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 University of Findlay Candidates

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

(Data Source: University of Findlay)

Description of Data:

Ohio requires that teacher candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements 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	University of Findlay Requirements
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	900
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	970
Average number of weeks required to teach full-time within the student teaching experience at the institution	16
Percentage of teacher candidates who satisfactorily completed student teaching	100%

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	32
Number of candidates completing internship	32
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.

University of Findlay Survey Response Rate = 89.66%

Total Survey Responses = 52

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.	3.57	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.	3.51	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.42	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.	3.48	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.	3.66	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.71	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.62	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.65	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.	3.66	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.43	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively,	3.67	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.	3.49	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.67	3.50
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.46	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.76	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.66	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.58	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.42	3.41
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.66	3.63
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.39	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.52	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.62	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).	3.38	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.	3.19	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.08	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.27	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.22	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core	3.60	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.	3.34	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.76	3.54
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.18	3.30
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.71	3.59
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.72	3.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.74	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.58	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.49	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.34	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.34	3.26
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.40	3.30
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.71	3.57
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.65	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.67	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.54	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.55	3.42
46	Overall, the faculty in my teacher licensure program conducted	3.73	3.60

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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
	themselves in a professional manner.		
47	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.60	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.47	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.61	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.	N<10	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.	N<10	3.21
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.38
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	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.	N<10	3.24
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.24
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	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.	N<10	3.24
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.36
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.27
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	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.	N<10	3.39
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.29
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.28
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.55
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.23
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.36
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	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).	N<10	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.	N<10	2.40
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	2.40
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.07
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	2.93
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	N<10	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.	N<10	2.61
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.58
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.31
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective	N<10	3.58

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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
	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).	N<10	3.53
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.29
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.27
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.17
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.16
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.24
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.37
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.47
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.31
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.25
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.56
46	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.30
47	My teacher licensure program provided provided opportunities to voice concerns about the program.	N<10	3.12
48	My teacher licensure program provided provided advising to facilitate progression to program completion.	N<10	3.29
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.17

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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	April 2005
Accreditation Status	Accredited

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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 University of Findlay

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Entering	Completing	
81	79	98%	55	55	100%						

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Excellence and Innovation Initiatives at University of Findlay

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

(Data Source: University of Findlay)

Description of Data:

This section provides each program the opportunity to share information on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

Teacher Licensure Programs

Initiative:	The Clubhouse
Purpose:	To Support and enhance the reading abilities and skills of struggling readers
Goal:	Increase reading ability of struggling readers K-12
Number of Participants:	108
Strategy:	Teacher candidates taking EDUC 423/EDFI 540, Assessment and Diagnosis of Reading Difficulties, work with small groups of area school children throughout the semester to determine where they are struggling and plan and implement lessons to improve reading skills. The Clubhouse, established in 2008 and based within The University of Findlay's College of Education, is a free literacy outreach service provided to the children of Hancock County and surrounding areas. It is the only free, after school program in the area that provides tutoring based on the individual needs of struggling readers. In spring 2013, the Clubhouse received a grant to pay tutors to provide free, individualized reading tutoring for 12 weeks. Children attended from one to three times per week.
Demonstration of Impact:	From individual tutoring, students were given pre- and post-reading assessments, the 3 Minute Assessment (Rasinski & Padak). A preliminary analysis of this data showed that participating children on average gained 21 words correctly read per minute and gained one grade level in reading.
External Recognition:	Grant funding to support this program through The University of Findlay, Hancock County Community Foundation and Hancock-Wood Electric.
Programs:	Early Childhood, Intervention Specialist and Middle Childhood
Initiative:	Chinju National University Partnership
Purpose:	To provide opportunities for teacher candidates to interact with students from another culture and possibly be immersed in that culture.
Goal:	To enhance cultural awareness and diversity
Number of Participants:	23
Strategy:	Chinju National University began bringing students to The University of Findlay for a one month experience on the UF campus in 2010. College of Education students partner with the Chinju students as ambassadors and exchange e-mails during the fall semester. Once the students are on campus (Jan-Feb), Chinju students attend UF COE classes and events are planned for ambassadors to interact with Chinju students. The Chinju students also observe elementary schools in the Findlay City School District. Last year we had nine Chinju students visit Findlay. Each summer faculty and students can travel to Chinju National University for an exchange experience. In the summer of 2013 UF had one faculty member and four students take advantage of this opportunity. We also had

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	one UF student do her student teaching experience in S. Korea last year.
Demonstration of Impact:	Data has been collected on how interaction has impacted candidates' perceptions.
External Recognition:	Continued relationship with Chinju National University
Programs:	All Programs
Initiative:	Higher Ed Interaction in PK-12 schools
Purpose:	Collaboration
Goal:	To increase the involvement of higher education faculty in PK-12 schools
Number of Participants:	166
Strategy:	The University of Findlay faculty supervise students in the field and collaborate on projects related to literacy, assessment and methodology. Faculty work with 7th grade teachers in Findlay City Schools. Methods students are trained by Findlay City School teachers to work with parents and manage students during an overnight field trip. Teacher candidates are assigned a three-day, two night session of camp. During that session teacher candidates guide students through the daily camp routine and chaperone the cabins at night. Teacher candidates are also taught by adjuncts in actual classroom settings in Findlay City Schools.
Demonstration of Impact:	Feedback from teachers and K-12 students.
External Recognition:	Recognized by Findlay City Schools and are invited to come back each semester
Programs:	All programs

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Principal Licensure Programs

Initiative:	Job Shadowing
Purpose:	To observe a school leader's day-to-day activities and routines.
Goal:	To equip our principal candidates with the knowledge of what a principal's job entails.
Number of Participants:	34
Strategy:	Candidates in The Principalship (EDAD 568) class are to shadow a principal or an assistant principal for a total of 15 hours. Longer blocks of time in shadowing are preferable to shorter blocks. The shadowing process is a way to observe a school leader's day-to-day activities and routines. Shadows are descriptive and are not an evaluation of what an administrator is doing. The candidates observe and reflect on what the job entails.
Demonstration of Impact:	
External Recognition:	
Programs:	
Initiative:	Embedding Internships into Strand Courses
Purpose:	To create more opportunities for internship experiences
Goal:	All candidates benefit by getting more experience in the field
Number of Participants:	73
Strategy:	There are eight core classes in our principal program before the two (administrative & supervision) internship classes. In those eight courses principal candidates gain experience by going into the schools to work with a building principal on something that is relevant to the course they are taking at the time. Those eight courses range in topics from school finances to curriculum to technology. Candidates get a "mini" internship as part of every principal course. One example is a principal candidate taking EDAD 578, Educational Law, may have the opportunity to have input on a school's student handbook. They would have to review the school's policies to make sure they are not vague or controversial and give suggestions on how to improve or clarify policies. This initiative helps further prepare our principal candidates to become school leaders. Many candidates participate in multiple "mini" internships in one semester.
Demonstration of Impact:	
External Recognition:	
Programs:	

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