

2013 Educator Preparation Performance Report University of Toledo

Institution Profile

(Data Source: University of Toledo)

The University of Toledo is one of 14 state universities in Ohio. We were established in 1872 and became a member of the state university system in 1967. The University of Toledo and the Medical University of Ohio merged July 2006 to form the third-largest public university operating budget in the state. The University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Licensure Test Scores for Individuals Completing Educator Preparation Programs at

University of Toledo

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

(Data Source: University of Toledo)

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	361	94%

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

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

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	3	100%

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Value-Added Data for Individuals Completing Educator Preparation Programs at
University of Toledo
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 Toledo-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
221	30	N = 6 % = 20	N = 4 % = 13	N = 11 % = 37	N = 6 % = 20	N = 3 % = 10

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

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
Teachers Serving by School Level	N = 14 % = 47	N = 4 % = 13	N = 2 % = 7	N = 9 % = 30	N = 1 % = 3	
	Community School	Public School	STEM School	Educational Service Center		
Teachers Serving by School Type	N = 11 % = 37	N = 19 % = 63	N = 0 % = 0	N = 0 % = 0		
	A	B	C	D	F	NR
Teachers Serving by Overall Letter Grade of Building Value-Added	N = 7 % = 23	N = 1 % = 3	N = 10 % = 33	N = 6 % = 20	N = 6 % = 20	N = 0 % = 0
	High Minority		Middle Minority		Low Minority	
Teachers Serving by Minority Enrollment by Tertiles	N = 15 % = 50		N = 13 % = 43		N = 2 % = 7	
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
Teachers Serving by Poverty Level by Quartiles	N = 13 % = 43	N = 9 % = 30	N = 5 % = 17	N = 3 % = 10		

* 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 Toledo-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
6	6	N = 2 % = 33	N = 0 % = 0	N = 1 % = 17			

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

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
Principals Serving by School Level	N = 4 % = 67	N = 0 % = 0	N = 0 % = 0	N = 2 % = 33	N = 0 % = 0	
	Community School	Public School	STEM School	Educational Service Center		
Principals Serving by School Type	N = 2 % = 33	N = 4 % = 67	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 = 5 % = 83	N = 1 % = 17	N = 0 % = 0			
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
Principals Serving by School Poverty Level by Quartiles	N = 4 % = 67	N = 1 % = 17	N = 1 % = 17	N = 0 % = 0		

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University of Toledo Candidate Academic Measures

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

(Data Source: University of Toledo)

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
ACT Composite Score	1 / NA / NA	449 / NA / NA	22 / NA / NA	625 / NA / NA	22 / NA / NA	176 / NA / NA	22.7 / NA / NA
Transfer GPA	2.75 / NA / NA	119 / NA / NA	3.21 / NA / NA	153 / NA / NA	3.21 / NA / NA	34 / NA / NA	3.08 / NA / NA
Praxis I Writing	172 / NA / NA	625 / NA / NA	175.8 / NA / NA	625 / NA / NA	175.8 / NA / NA	176 / NA / NA	176 / NA / NA
Undergraduate GPA	2.75 / 2.75 / 2.75	394 / 74 / 26	3.44 / 3.41 / 3.31	570 / 122 / 26	3.44 / 3.41 / 3.31	176 / 48 / 20	3.49 / 3.41 / 3.31
High School GPA	2.75 / NA / NA	394 / NA / NA	3.38 / NA / NA	570 / NA / NA	3.38 / NA / NA	176 / NA / NA	3.4 / NA / NA
Praxis I Math	172 / NA / NA	625 / NA / NA	180 / NA / NA	625 / NA / NA	180 / NA / NA	176 / NA / NA	180.1 / 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 II	NA / NA / 167	NA / NA / 26	NA / NA / 191.5	NA / NA / 20	NA / NA / 191.5	NA / NA / 20	NA / NA / 191.5
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 Composite Score	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 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
GRE Quantitative Subscore	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
SAT Quantitative Subscore	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
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
Graduate GPA	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
Other Criteria		Undergraduate		Post-Baccalaureate		Graduate	
Dispositional Assessment		N		N		N	
EMPATHY/Omaha Interview		N		N		N	
Essay		N		Y		Y	
High School Class Rank		N		NA		NA	
Interview		N		Y		Y	
Letter of Commitment		N		N		N	
Letter of Recommendation		N		Y		Y	
Myers-Briggs Type Indicator		NA		N		N	
Portfolio		N		N		N	
Prerequisite Courses		Y		Y		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
Undergraduate GPA	2.75	36	3.07	36	3.07	N<10	N<10
High School GPA	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 II	NA	NA	NA	NA	NA	NA	NA
ACT Math Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Math	NA	NA	NA	NA	NA	NA	NA
SAT Composite Score	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
GRE Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Composite Score	NA	NA	NA	NA	NA	NA	NA
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
SAT Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
MAT	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	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
Graduate GPA	NA	NA	NA	NA	NA	NA	NA
SAT Writing Subscore	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 Toledo Candidates

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

(Data Source: University of Toledo)

Description of Data:

Ohio requires that teacher candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements 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 Toledo 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	280
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	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	15
Number of candidates completing internship	3
Percentage of principal candidates who satisfactorily completed internship	20%

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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 Toledo Survey Response Rate = 100%

Total Survey Responses = 150

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.	3.38	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.	3.23	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.23	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.35	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.22	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.	3.37	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.22	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.37	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.42	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.	3.30	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.23	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively,	3.37	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.	3.09	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.36	3.50
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.24	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.44	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.22	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.44	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.29	3.41
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.54	3.63
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.11	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.22	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.35	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).	2.86	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.	2.77	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.58	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	2.99	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.83	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core	3.20	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.	2.67	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.42	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.	3.52	3.59
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.55	3.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.54	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.35	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.29	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.17	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.15	3.26
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.25	3.30
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.50	3.57
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.36	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.48	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.34	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.28	3.42
46	Overall, the faculty in my teacher licensure program conducted	3.54	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.	3.16	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.00	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.15	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.	3.46	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.	3.23	3.21
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.15	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.38	3.38
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.31	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.	3.23	3.24
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.23	3.24
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.23	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.23	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.	3.23	3.24
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.46	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.46	3.36
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.00	3.27
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.38	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.	3.15	3.29
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.38	3.28
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.54	3.55
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.00	3.23
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.38	3.36
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.15	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).	2.77	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.	2.00	2.40
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.00	2.40
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	2.92	3.07
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.62	2.93
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	2.62	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.	2.15	2.61
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.85	3.58
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.69	3.31
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective	3.77	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).	3.69	3.53
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.77	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.46	3.29
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.38	3.27
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.23	3.17
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.23	3.16
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.46	3.24
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.69	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.46	3.37
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.69	3.47
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.38	3.31
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.15	3.25
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.62	3.56
46	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.46	3.30
47	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.00	3.12
48	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.46	3.29
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	2.85	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	January 2010
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 Toledo

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Entering	Completing	
225	214	95%	125	123	98%						

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Excellence and Innovation Initiatives at University of Toledo

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

(Data Source: University of Toledo)

Description of Data:

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

Teacher Licensure Programs

Initiative:	Whitmer High School - Blue Apple Award
Purpose:	Recognize K-12 schools in the United States who have an exemplary school health education program
Goal:	To improve K-12 School Health Education
Number of Participants:	1570
Strategy:	Five teachers (four of whom are UT graduates) focus on the skills and concepts needed to accomplish healthy behavior outcomes in health classes. Small groups of students create projects for the school and community with a focus on advancing health. Students participate in a "Youth Advocates" group that provides health-promotion strategies for the school. The students created a "Snackwise" program, with a color coding system to identify health snacks.
Demonstration of Impact:	The health education program at Whitmer High School was honored (Blue Apple Award) for its comprehensive approach
External Recognition:	Received first place (with distinction) from the American Association for Health Education and Health Teacher.
Programs:	
Initiative:	Launch into Literacy with the UT Rockets
Purpose:	Partner with local schools to integrate university reading assessment class into an on-site lab
Goal:	Apply coursework and theory with practice in a tutoring setting under the supervision of professor
Number of Participants:	220
Strategy:	Professor and teacher candidates meet for the first hour of class at a local school and learn how to administer literacy assessments. They develop an individualized program for at-risk readers. The second hour involves the UT students working with a struggling reader while the professor is coaching/observing. Students debrief and receive feedback in the third hour.
Demonstration of Impact:	Principals provide end of the year reading test results. They shared how each child improved using the assessment data. The results of end of the semester surveys completed by classroom teachers, teacher candidates, parents and children in the program were extremely favorable.
External Recognition:	Articles in local newspapers, TV interview, special recognition from school board. Parent requests for children's inclusion.

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Programs:	
Initiative:	UT @ TPS
Purpose:	Provide GED & college classes in an affordable, community-based, family-friendly environment
Goal:	Positively affecting K-12 students' academic and social success by supporting their parents and other influential elders
Number of Participants:	153
Strategy:	Classes are taught in a Toledo Public school by full time UT instructors and Penta Career Center instructors, using curricula that are consistent with on-campus classes. Course schedule follows TPS calendar and falls within the TPS school day. Free college math and literacy classes increase success rates for college students; college students participate in community service in K-8 classrooms and other settings; off-campus location makes tuition affordable with Pell grant only - no loans.
Demonstration of Impact:	College student retention and success rate is 78%, compared to 10.8% for comparable population in classes on UT campus. GED student attendance is higher than average, with data on tests just becoming available. Data collection on effect of program on K-8 students began in Spring 2013.
External Recognition:	Grants from Toledo Community Foundation Grant and other foundations; Articles in Toledo Blade and Toledo's Sojourners Truth newspapers
Programs:	

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Principal Licensure Programs

Initiative:	Online Simulations
Purpose:	Provide opportunities for students to practice the steps necessary for making school decisions
Goal:	Design and implement school-related simulations that require students to make decisions based upon presented information and choices
Number of Participants:	12
Strategy:	The framework for the design of the simulations followed a five-step process commonly used in environmental management simulations occurring over a five-week period (McLaughlan & Kirkpatrick (2005). These stages included the: briefing stage, adoption stage, interaction stage, forum stage, and debriefing stage. Students collected district data based on a specific scenario of interest with which to develop a simulation. A completed simulation involved having a defined process of decisions in an educational administration context, text presented, order of operations designed, and graphics used to enhance the visuals noted by each participant.
Demonstration of Impact:	Students reported being more motivated and engaged in the development of simulations as an instructional activity than from instructional activities in previous college classes. Five of the students responded with comments to the survey indicating a strong preference for this type of exercise. As one students explained, "Simulations were a rich learning experience."
External Recognition:	Presentation to UCEA- University Council of Educational Administration
Programs:	
Initiative:	Urban Leadership Development Program (ULDP)
Purpose:	To create a succession model of competent and prepared school leaders in Toledo Public Schools (TPS)
Goal:	To prepare participants to lead in a multi-cultural, urban settings
Number of Participants:	26
Strategy:	Students take two courses a semester at the University of Toledo while receiving support from current principals in the Toledo Public Schools assigned to them as ULDP mentors for a period of two years. Courses are taught on-site at a TPS school. Candidates, who are selected for this program, will also complete an internship at the end of their program. The internship meets State licensure requirements.
Demonstration of Impact:	The current cohort of 26 is the sixth cohort. More than 100 administrators successfully completed the ULDP program, earning an advanced degree with licensure. Completers have either been hired into TPS administrative positions or have moved to other districts in similar capacities.
External Recognition:	

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Programs:	