

2013 Educator Preparation Performance Report Youngstown State University

Institution Profile

(Data Source: Youngstown State University)

Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world. Youngstown State University is accredited by the Higher Learning Commission and is a member of the North Central Association.

Beeghly College of Education

The Beeghly College of Education serves Northeast Ohio, Western Pennsylvania and beyond as a premier provider of programs that prepare teachers, counselors, educational administrators and practitioners, as well as providing developmental education programs to the YSU community.

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

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

(Data Source: Youngstown 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	206	100%

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Licensure Test Scores for Individuals Completing Principal Preparation Programs
at
Youngstown State University
Reporting period for 9/1/2012 through 8/31/2013
(Data Source: Youngstown 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	19	100%

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Value-Added Data for Individuals Completing Educator Preparation Programs at
Youngstown 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 Youngstown 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
218	47	N = 4 % = 9	N = 7 % = 15	N = 18 % = 38	N = 8 % = 17	N = 10 % = 21

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Demographic Information for Schools where Youngstown 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 = 12 % = 26	N = 25 % = 53	N = 4 % = 9	N = 5 % = 11	N = 1 % = 2	
	Community School	Public School	STEM School	Educational Service Center		
Teachers Serving by School Type	N = 8 % = 17	N = 39 % = 83	N = 0 % = 0	N = 0 % = 0		
	A	B	C	D	F	NR
Teachers Serving by Overall Letter Grade of Building Value-Added	N = 13 % = 28	N = 10 % = 21	N = 4 % = 9	N = 5 % = 11	N = 15 % = 32	N = 0 % = 0
	High Minority		Middle Minority		Low Minority	
Teachers Serving by Minority Enrollment by Tertiles	N = 10 % = 21		N = 26 % = 55		N = 11 % = 23	
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
Teachers Serving by Poverty Level by Quartiles	N = 11 % = 23	N = 22 % = 47	N = 8 % = 17	N = 6 % = 13		

* 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 Youngstown 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
8	7	N = 2 % = 29	N = 0 % = 0	N = 0 % = 0	N = 1 % = 14	N = 2 % = 29	N = 2 % = 29

Demographic Information for Schools where Youngstown 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 = 4 % = 57	N = 0 % = 0	N = 0 % = 0	N = 3 % = 43	N = 0 % = 0	
	Community School	Public School	STEM School		Educational Service Center	
Principals Serving by School Type	N = 0 % = 0	N = 7 % = 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 = 1 % = 14		N = 2 % = 29		N = 4 % = 57	
	High Poverty	Medium-High Poverty	Medium-Low Poverty		Low Poverty	
Principals Serving by School Poverty Level by Quartiles	N = 1 % = 14	N = 2 % = 29	N = 4 % = 57		N = 0 % = 0	

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Youngstown State University Candidate Academic Measures

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

(Data Source: Youngstown 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

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
Praxis I Reading	173 / 173 / NA	113 / N<10 / NA	178 / N<10 / NA	N<10 / N<10 / NA	N<10 / N<10 / NA	154 / 13 / NA	179 / 181 / NA
ACT Composite Score	22 / 22 / NA	17 / N<10 / NA	24 / N<10 / NA	962 / 195 / NA	20 / 21 / NA	124 / N<10 / NA	21 / N<10 / NA
Praxis I Writing	172 / 172 / NA	113 / N<10 / NA	175 / N<10 / NA	N<10 / N<10 / NA	N<10 / N<10 / NA	154 / 13 / NA	176 / 176 / NA
Undergraduate GPA	2.75 / 2.75 / NA	215 / 14 / NA	3.34 / 3.45 / NA	1288 / 306 / NA	2.82 / 3.33 / NA	164 / 19 / NA	3.43 / 3.47 / NA
Praxis I Math	172 / 172 / NA	113 / N<10 / NA	178 / N<10 / NA	N<10 / N<10 / NA	N<10 / N<10 / NA	154 / 13 / NA	180 / 182 / NA
SAT Composite Score	1050 / 1050 / NA	N<10 / N<10 / NA	N<10 / N<10 / NA	128 / 38 / NA	960 / 998 / NA	23 / N<10 / NA	1026 / N<10 / 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
GRE Verbal 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
SAT Quantitative Subscore	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
GRE Writing Subscore	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
GRE Quantitative 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
High School 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
SAT 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 / 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
ACT Math 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		Y		Y		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		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
Graduate GPA	3	22	3.9	26	3.86	17	3.88
Undergraduate GPA	2.75	22	3.13	26	3.14	17	3.09
GRE Composite Score	NA	NA	NA	NA	NA	NA	NA
GRE Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	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
GRE Writing Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
GRE Quantitative Subscore	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
Praxis I Reading	NA	NA	NA	NA	NA	NA	NA
High School GPA	NA	NA	NA	NA	NA	NA	NA
MAT	NA	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis II	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 Reading Subscore	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
Other Criteria							
Portfolio						N	
Interview						N	
Letter of Recommendation						Y	
Essay						Y	
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 Youngstown State University Candidates

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

(Data Source: Youngstown 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	Youngstown State University Requirements
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	115
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	412
Average number of weeks required to teach full-time within the student teaching experience at the institution	15
Percentage of teacher candidates who satisfactorily completed student teaching	89.45%

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	17
Number of candidates completing internship	17
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.

Youngstown State University Survey Response Rate = 100%

Total Survey Responses = 110

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.	3.43	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.	3.25	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.44	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.28	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.24	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.	3.46	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.21	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.30	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.41	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.	3.28	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.26	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively,	3.43	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.	3.23	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.47	3.50
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.25	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.59	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.25	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.50	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.34	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.	3.22	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.27	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.37	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).	3.22	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.	3.03	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.93	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.29	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.19	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core	3.38	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.	3.09	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.39	3.54
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.35	3.30
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.57	3.59
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.60	3.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.55	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.48	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.39	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.22	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.25	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.	3.32	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.46	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.38	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.32	3.42
46	Overall, the faculty in my teacher licensure program conducted	3.58	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.	3.25	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.05	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.21	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.	3.25	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.	3.00	3.21
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.38	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.06	3.38
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.06	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.	3.13	3.24
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.13	3.24
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.13	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.13	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.	3.13	3.24
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	2.81	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	2.94	3.36
13	My teacher licensure program prepared me to use strategies for effective classroom management.	2.81	3.27
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.00	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.	3.06	3.39
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.44	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	2.88	3.29
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	2.88	3.28
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.19	3.55
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.13	3.23
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.00	3.36
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	2.94	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).	3.00	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.	2.56	2.40
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.56	2.40
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.06	3.07
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.94	2.93
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	2.81	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.	3.25	3.58
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.06	3.31
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective	3.38	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).	3.38	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).	2.94	3.29
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	2.81	3.27
37	My teacher licensure program provided opportunities to work with diverse teachers.	2.88	3.17
38	My teacher licensure program provided opportunities to interact with diverse faculty.	2.94	3.16
39	My teacher licensure program provided opportunities to work and study with diverse peers.	2.94	3.24
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.19	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.06	3.37
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.13	3.47
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.00	3.31
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.00	3.25
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.31	3.56
46	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	2.94	3.30
47	My teacher licensure program provided provided opportunities to voice concerns about the program.	2.56	3.12
48	My teacher licensure program provided provided advising to facilitate progression to program completion.	2.94	3.29
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.00	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	March 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 Youngstown State University

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Entering	Completing	
182	174	96%	113	111	98%						

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Excellence and Innovation Initiatives at Youngstown State University

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

(Data Source: Youngstown 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:	Green Skies and Blue Trees
Purpose:	Naming of the Project Green Skies and Blue Trees signifies the strong belief of SMARTS that the arts empower children to communicate, represent and experience their thoughts, feelings and perceptions.
Goal:	The SMARTS Green Skies, Blue Trees Project funded through the PNC Foundation will promote the arts as essential to early learning by connecting early childhood students, arts students, and professionals to proven theory and practices that give every child quality arts embedded experiences.
Number of Participants:	450
Strategy:	This project was in collaboration with the Educational Service Centers of Trumbull and Mahoning County, as well as with the Early Childhood Education Program from the Beeghly College of Education and the Art Education Program from the College of Creative Arts and Communications. During both years this program was implemented, workshops were presented for the preschool teachers and the teacher candidates. These workshops addressed the process of creativity and learning for young children, specific to the Reggio Emilia Model. Each year of the project presented a different facet of the model. Year one focused on the learning environment and the importance of integrating art centers within the preschool curriculum. Year two focused on art and its impact on literacy development. After the workshops were presented, classroom teachers and teacher candidates spent time within the preschool classroom designing and implemented Reggio-style art experiences. These art experiences culminated with a "celebration" including the parents of the children. Funding during these project years included art supplies to support the creative art environment in each preschool classroom.
Demonstration of Impact:	Feedback was gathered over the last 2 years related to classroom teacher practice, classroom environments and teacher candidate perceptions. It was evident that classroom teacher's perceptions about learning and the integration of the arts had changed and teacher candidates learned and appreciated the role art can play in development and learning for the young child. Unfortunately, the university, because of budget constraints will close SMARTS in December of 2013. Therefore, additional evidence from this project will not be able to be gathered during the academic year of 2013 and 2014.
External Recognition:	SMARTS also has twice been named as one of the top 50 art afterschool programs in the country by the President's Committee for Arts and Humanities (Coming Up Taller) and later this spring will receive the Akron Children's Hospital Mahoning Valley Children's Advocate Award.
Programs:	Beeghly College of Education-Early Childhood Education Program College of Creative Arts and Communication-Art Education Mahoning and Trumbull Counties Education Service Centers
Initiative:	YSU STEM Explore

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Purpose:	The purpose of this summer program was to investigate and promote STEM careers with middle-school students.
Goal:	To promote STEM careers to middle school students and engage teachers in daily activities that integrate current technology and foundational science, engineering, and mathematics concepts that are fundamental to STEM careers, STEM literacy, and current and future STEM areas of research.
Number of Participants:	50
Strategy:	The STEM Explore program integrated field trips and STEM activities to nurture inquiry and help middle-school students make connections between what they are learning in the laboratory and classroom with real-world applications. Another key part of this program were the daily activities which exposed students and their teachers to current technology and the foundational science, engineering, and mathematics concepts that are fundamental to STEM careers, STEM literacy, and current and future STEM areas of research. All of these activities were planned and implemented by our teacher education candidates under the supervision of YSU professors. The STEM Explore program also provided recently graduated student teachers an opportunity for interaction with each other in co-teaching situations. They were able to implement, reflect and teach a second time various strategies of co-teaching, such as, one teach one observe, station teaching, and team teaching. Finally, to bridge the gap between STEM careers and STEM content and activities, guest speakers (academic / industry professionals) worked with students in seminars and workshops.
Demonstration of Impact:	Appropriate assessment metrics include: - Survey of program teachers following the two-week program. A follow-up survey will be sent to the 7 teacher candidates upon their employment to explore the impact this summer program had on their classroom teaching. - Daily +/- (positive statements, suggested changes) slips to be completed by middle school students each day of the two, one-week sessions. - End of program survey completed by participant's parents regarding program satisfaction. - Pre-program/post-program surveys filled out by the students regarding STEM disciplines and awareness of STEM careers. Instruments used will be the STEM Semantic Survey and the Career Interest Questionnaire, both designed to measure student self-efficacy regarding STEM classrooms.
External Recognition:	Proposal accepted and presented, "Co-Teaching: Is it just for Special Education Anymore?" at the annual Mid-Western Educational Research Association (MWERA) meeting in Chicago, Illinois, November 6-9, 2013.
Programs:	
Initiative:	Social and Emotional Learning
Purpose:	To inform teacher candidates about Social and Emotional learning competencies and strategies to include SEL skill activities in the classroom.
Goal:	Knowledge of Social and Emotional learning competencies will enable teacher candidates to incorporate strategies that will create a positive classroom environment. The sessions were designed to provide information about SEL concepts.
Number of Participants:	134
Strategy:	Fall 2012-- Middle Childhood teacher candidates attended 2 sessions presented by Dr. Patricia Horsch that dealt with establishing a community of learners through advisory program activities and other strategies that help to build social and emotional skills in the classroom. Teacher candidates participated in small and large group activities, personal reflection, and role-playing scenarios. A final session was provided by Dr. Kimberly Schonert-Reickel that dealt with resilience and mindfulness. August, 2013 all student teaching candidates participated in a 3 hour session about Social and Emotional Learning in the classroom. Topics included the 5 SEL competencies, teacher talk, impact of SEL on classroom management. This session was presented by Drs. Dora Bailey, Deborah Graham, Regina Rees, and Mrs. Kathleen Sauline. Student teachers

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	participated in small group activities and individual reflection.
Demonstration of Impact:	Data will be finalized in December.
External Recognition:	U.S. Department of Education
Programs:	

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Principal Licensure Programs

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