

**2014 Educator Preparation Performance Report  
Adolescence to Young Adult (7-12) Integrated  
Mathematics  
Cedarville University**

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**Licensure Test Scores for Individuals Completing Programs at  
Cedarville University**

Reporting period for 9/1/2012 through 8/31/2013  
(Data Source : Cedarville 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 2012-2013. The data also reflect the best attempt of each test taker. Data are not provided for additional licenses that an educator earns after her/his initial license. Most licenses in Ohio require that candidates pass more than one licensure examination, therefore the number of "Completers Tested" in the first table is smaller than the sum total of all takers of all assessments in the subsequent table. For institutions with fewer than 10 linked teachers or principals, only the N is reported.

**Teacher Licensure Test Scores**

Licensure Test	Test Score Range	Test Cut Score	Completers Tested	Program Average Scaled Score	Completers Passed	Program Pass Rate	State Average Pass Rate	State Average Scaled Score
ETS0061 - MATHEMATICS CONTENT KNOWLEDGE	100-200	139	N<10	NA	N<10	NA	98%	157

# 2014 Educator Preparation Performance Report Adolescence to Young Adult (7-12) Integrated Mathematics Cedarville University

## Cedarville University Candidate Academic Measures Reporting Period from Sept 1, 2013 to Aug 31, 2014 (Data Source: Cedarville University)

### Description of Data:

The data in this section reflect candidate performance on assessments prior to program admission as well as performance in previous academic coursework.

### Teacher Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	Required Score	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
U=Undergraduate PB=Post-Baccalaureate G=Graduate							
	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G
Praxis CORE Reading	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
GRE Quantitative Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis CORE Writing	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GPA - Undergraduate	2.7 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	12 / NA / NA	3.47 / NA / NA	N<10 / NA / NA	N<10 / NA / NA
ACT Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis I Writing	174 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	12 / NA / NA	181.7 / NA / NA	N<10 / NA / NA	N<10 / NA / NA
Praxis I Reading	175 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	12 / NA / NA	183 / NA / NA	N<10 / NA / NA	N<10 / 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
GPA - High School	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
SAT Quantitative 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
SAT Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
MAT	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis CORE Math	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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Adolescence to Young Adult (7-12) Integrated  
Mathematics  
Cedarville University**

		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
<b>U=Undergraduate PB=Post-Baccalaureate G=Graduate</b>							
	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>
<b>Praxis I Math</b>	175 / NA / NA	N<10 / NA / NA	N<10 / NA / NA	12 / NA / NA	187.5 / NA / NA	N<10 / NA / NA	N<10 / NA / NA
<b>GPA - Transfer</b>	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>ACT Math Subscore</b>	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>ACT Reading Subscore</b>	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>ACT English Subscore</b>	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>SAT Writing Subscore</b>	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>GPA - Graduate</b>	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>GRE Verbal Subscore</b>	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>Other Criteria</b>		<b>Undergraduate</b>		<b>Post-Baccalaureate</b>		<b>Graduate</b>	
Dispositional Assessment		Y		N		N	
EMPATHY/Omaha Interview		N		N		N	
Essay		N		N		N	
High School Class Rank		NA		NA		NA	
Interview		N		N		N	
Letter of Commitment		N		N		N	
Letter of Recommendation		Y		N		N	
Myers-Briggs Type Indicator		NA		N		N	
None of the Above		N		N		N	
Portfolio		N		N		N	
Prerequisite Courses		Y		N		N	
SRI Teacher Perceiver		NA		NA		N	
Superintendent Statement of Sponsorship		NA		NA		N	
Teacher Insight		N		N		N	

# 2014 Educator Preparation Performance Report Adolescence to Young Adult (7-12) Integrated Mathematics Cedarville University

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## Field and Clinical Experiences for Cedarville University Candidates

Reporting Period from Sept 1, 2013 to Aug 31, 2014

(Data Source: Cedarville 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 for these placements vary by unit and by program.

### Teacher Preparation Programs

Field/Clinical Experience Element	Cedarville University Requirements
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	190
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	562
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	75%

# 2014 Educator Preparation Performance Report Adolescence to Young Adult (7-12) Integrated Mathematics Cedarville University

## Pre-Service Teacher Survey Results Reporting Period from Sept 1, 2013 to Aug 31, 2014

### 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 educator preparation programs collaborated to develop a survey of Ohio's pre-service teachers. Questions on the survey align 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. A total of 4206 respondents completed the survey statewide for a response rate of 70 Percent.

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	3.49
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.	N<10	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.33
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.41
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	3.57
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.43
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.46
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.51
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	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.32
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.50
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.28
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.48

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Adolescence to Young Adult (7-12) Integrated  
Mathematics  
Cedarville University**

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	3.45
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	N<10	3.56
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	N<10	3.40
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.64
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.30
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.41
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.41
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N<10	3.08
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.	N<10	2.93
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	N<10	2.85
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.18
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.06
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	N<10	3.49
30	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	2.91
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.58
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.33

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Mathematics  
Cedarville University**

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
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.60
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.59
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.55
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.23
39	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.24
40	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.26
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.56
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.42
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.53
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.42
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.40
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.59
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.31
48	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.12
49	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.31

# 2014 Educator Preparation Performance Report Adolescence to Young Adult (7-12) Integrated Mathematics Cedarville University

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

Reporting Period from Sept 1, 2013 to Aug 31, 2014

### Description of Data:

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio educator preparation programs collaborated to develop a survey of Ohio's resident educators. Questions on the survey align with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation.

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	3.44
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	3.24
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.30
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.40
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.30
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	3.26
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.26
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.26
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.26
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	3.26
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	3.38
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.26
14	My teacher licensure program prepared me to communicate clearly and	N<10	3.44

**2014 Educator Preparation Performance Report  
Adolescence to Young Adult (7-12) Integrated  
Mathematics  
Cedarville University**

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
	effectively.		
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.40
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.55
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.34
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.30
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.58
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.21
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.37
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.32
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	3.02
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	2.41
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	2.41
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.09
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	2.88
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	N<10	3.00
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	2.51
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.59
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.34

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Mathematics  
Cedarville University**

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33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.58
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	3.33
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.31
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.22
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.21
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.25
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	3.39
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.49
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44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.29
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.54
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.27
47	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.11
48	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.28
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.13